

*Regional Education  
Service Agencies*

**RESA**

A powerful engine for education

## **FINAL REPORT**

# Education Efficiency Review of Regional Education Service Agency 7 West Virginia



December 29, 2011

Submitted by:





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Dr. JoAnn Cox, Senior Partner  
2123 Centre Pointe Blvd.  
Tallahassee, Florida 32308  
P: 850.386.3191  
F: 850.385.4501  
jcox@mgtamer.com

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EDUCATION EFFICIENCY REVIEW OF  
REGIONAL EDUCATION SERVICE AGENCY 7  
WEST VIRGINIA

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FINAL REPORT

MGT thanks the many individuals who contributed to the education efficiency review of Regional Education Service Agency 7 (RESA 7). Their efforts and commitment were critical to our ability to present the district with the best possible recommendations for increased effectiveness and reductions in expenditures without adversely affecting student academic performance, losing productivity, or reducing the quality of services.

We thank Executive Director Gabriel Devono for his willingness to conduct a study of this nature and for his openness to change and improvement.

We thank the members of the RESA 7 staff who organized the consultant team's interviews and all the documents and data that were needed to do our work, including coordinating focus groups, submitting documents, coordinating responses, and attending to the many details in conducting the review.

Employees throughout RESA 7 contributed to the study, participating in the survey, in interviews, in focus groups, and in reviewing the draft report. We thank them for the willingness to contribute time to improve the efficiency and effectiveness of RESA 7, and to improve services to students.

We thank the many participants in the focus groups and the open forum. These individuals support RESA 7 in serving students in the best possible manner.

Thank you.

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Appendix A: RESA 7 Employee Survey Results

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## ***1.0 EXECUTIVE SUMMARY***

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## **1.0 EXECUTIVE SUMMARY**

In 2011, the State of West Virginia selected the team of Public Works and MGT of America, Inc. (MGT) to conduct a review of education in West Virginia. MGT was tasked with conducting efficiency and effectiveness reviews of Regional Education Service Agency 7 (RESA 7) and three school districts. This report contains MGT's findings, commendations, and recommendations specific to RESA 7. The purpose of the efficiency and effectiveness review was to provide an objective evaluation of the following administrative and operational areas, including processes and procedures, staffing, performance, controls, and spending:

- Organization and Management
- Programs and Services
- Support Services
- Technology Services

RESA 7 initiates and implements programs that can be delivered more cost effectively using a regional delivery system to serve 12 county school districts. By working with the county school systems and other education related agencies, RESA 7 leverages available financial resources.

RESA 7 is experiencing significant budgetary reductions, caps on revenue, and ever-increasing operational costs. Despite budget limitations, RESA 7 is continually challenged to maintain and improve programs and services provided to its county school districts.

### **1.1 Review Methodology**

#### **1.1.1 Overview**

MGT studied the major work processes in RESA 7 to identify inefficiencies and opportunities for cost savings, such as:

- Unnecessary work tasks being performed.
- Underutilization of technology.
- Inefficient work processes (bottlenecks, duplication).
- Missed opportunities to collaborate with other educational entities.
- Needed work processes that are not being performed.
- Productivity management practices and staff evaluation processes.
- Inefficient organization or staffing.

Our report identifies specific cost saving opportunities; however, we also note where additional financial investments may be warranted in order to achieve greater efficiencies.

The methodology MGT used to prepare for and conduct the RESA 7 efficiency and effectiveness review is described in this section. To be successful, the methodology must:

- Be based upon a detailed work plan and time schedule.

- Take into account the unique environment within which the RESA operates.
- Obtain input from board members, administrators, and staff.
- Identify the existence, appropriateness, and use of specific educational objectives.
- Contain comparisons to similar educational organizations.
- Provide for comparisons to best practices and other educational standards.
- Follow a common set of guidelines tailored specifically to the RESA.
- Include analyses of the efficiency of work practices.
- Identify exemplary programs and practices, as well as needed improvements.
- Document all findings.
- Present straightforward and practical recommendations for improvements.

Our methodology primarily involved a focused use of guidelines to analyze existing data and new information obtained through various means of RESA 7 staff input. MGT's key strategies for conducting the studies are summarized below.

#### **1.1.2 Review of Existing Records and Data Sources**

During the period between project initiation and the onsite review, MGT simultaneously conducted many activities. Among these activities were identifying and collecting existing reports and data related to the administrative functions and operations that consultants would review. MGT requested numerous documents from RESA 7, including, but not limited to, the following:

- Policies and administrative procedures
- Organizational charts
- Institutional structure
- Financial reports
- Distribution of services
- Program delivery reports
- Staffing information by program and service
- Support services
- Technology services
- Annual performance reports

Data from each of these sources were analyzed, and the information was used in preliminary analysis and as a starting point for collecting additional data during the onsite visit.

#### **1.1.3 Stakeholder Input**

We view stakeholder input as a valuable component of MGT's methodology, and use several techniques to obtain information from stakeholders on the issues and opportunities facing the RESA.



MGT held a community open house in RESA 7 to allow parents, community, and business members an opportunity to share their opinions about the RESA's strengths and areas in need of improvement. In addition to the community open house, MGT offered a web address to the public for additional comments.

MGT also conducted online surveys of RESA 7 staff to solicit their opinions regarding the services and operations. When the survey period closed, 47 percent of the employees had completed the survey. MGT uses a statistical formula to establish the acceptable survey return rate in order to declare that the results are "representative" of the population surveyed. In the case of RESA 7, the response rate was below this standard.

MGT includes the survey responses as indicators of the views of the stakeholders, but cautions the reader not to over-interpret or over-analyze these data. In addition, MGT does not base its recommendations on survey results, but uses the results as a gauge of general perceptions. RESA 7 survey results are presented in **Appendix A**.

#### **1.1.4 Onsite Review**

MGT established onsite teams for the in-depth efficiency and effectiveness reviews. While onsite, team members studied data, conducted interviews, held focus groups, visited schools, and participated in meetings and events.

Three consultants completed onsite work at RESA 7 the week of August 22, 2011. Over 100 documents were reviewed, over 50 staff interviews were conducted, and several superintendents, central office staff, and teachers who are users of RESA 7 services were interviewed.

#### **1.1.5 Project Reporting**

MGT provided a series of reports throughout the review:

- Status Reports provided updates on progress throughout the duration of the project.
- A Draft Report with findings, commendations, and recommendations to improve effectiveness, operational efficiency, and address best practices. MGT also provided a feedback response form to ensure district and state staff had the means to challenge, inquire, and comment on the draft report. MGT consultants reviewed and responded to all feedback items.
- The Final Report prepared and delivered by MGT, based on the draft report and including any subsequent modifications, elaborations, or corrections arising from work subsequent to the draft report.

### **1.2 Overview of the Final Report**

MGT's final report is organized into five chapters which present the findings, commendations, and recommendations for the review area, including:

- A description of the current situation in the RESA.

- A summary of the findings.
- MGT's commendation and/or recommendation for each finding.
- Where it can be quantified for the recommendation, a five-year fiscal impact statement detailing costs or savings, stated in 2010-11 dollars.

**Appendix A** includes the results of the MGT surveys of RESA 7. **Appendix B** is the Iowa Administration Evaluation System.

### **1.3 Commendations and Recommendations**

Overall, MGT made 21 commendations and 42 recommendations as shown in **Exhibit 1-1**. Of the 42 recommendations, three had an estimated quantifiable fiscal impact (costs or savings), while 39 did not. It is important to note that many of the recommendations MGT made without quantifying a fiscal impact are expected to result in a net savings to RESA 7, depending on how they are implemented.

**EXHIBIT 1-1  
RESA 7 RECOMMENDATIONS SUMMARY**

RESA	COMMENDATIONS	RECOMMENDATIONS WITH NO FISCAL IMPACT	RECOMMENDATIONS WITH FISCAL IMPACT	TOTAL NUMBER OF RECOMMENDATIONS
RESA 7	21	39	3	42

### **1.4 Fiscal Impact**

Implementation of MGT's recommendations could save RESA 7 approximately \$125,000 over five years, as summarized in **Exhibit 1-2**. The costs and savings presented in this report are in 2010-11 dollars and do not reflect increases due to salary or inflation adjustments.

**EXHIBIT 1-2  
RESA 7 FISCAL IMPACT SUMMARY**

RESA 7	ANNUAL SAVINGS (COSTS)					TOTAL FIVE YEAR SAVINGS (COSTS)
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
Total Net Savings (Costs)	\$24,974	\$24,974	\$24,974	\$24,974	\$24,974	\$124,870

Recommendations for RESA 7 with potential fiscal impacts are shown in **Exhibit 1-3**.

**EXHIBIT 1-3  
RESA 7 FISCAL IMPACT BY CHAPTER**

RESA 7		ANNUAL SAVINGS (COSTS)					TOTAL FIVE YEAR SAVINGS (COSTS)
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
CHAPTER 1: EXECUTIVE SUMMARY							
	No Fiscal Impacts	\$0	\$0	\$0	\$0	\$0	\$0
CHAPTER 1 TOTAL		\$0	\$0	\$0	\$0	\$0	\$0
CHAPTER 2: ORGANIZATION AND MANAGEMENT							
	No Fiscal Impacts	\$0	\$0	\$0	\$0	\$0	\$0
CHAPTER 2 TOTAL		\$0	\$0	\$0	\$0	\$0	\$0
CHAPTER 3: PROGRAMS AND SERVICES							
Rec. 3-7	Reimbursement for Services Provided to the Mountaineer Highland Cooperative	\$3,888	\$3,888	\$3,888	\$3,888	\$3,888	\$19,440
CHAPTER 3 TOTAL		\$3,888	\$3,888	\$3,888	\$3,888	\$3,888	\$19,440
CHAPTER 4: SUPPORT SERVICES							
Rec. 4-4	Allow RESA 7 to be Its Own Fiscal Agent	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$38,000
CHAPTER 4 TOTAL		\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$38,000
CHAPTER 5: TECHNOLOGY SERVICES							
Rec. 5-6	Recover Funding from e-Rate for T-1 Lines	\$13,486	\$13,486	\$13,486	\$13,486	\$13,486	\$67,430
CHAPTER 5 TOTAL		\$13,486	\$13,486	\$13,486	\$13,486	\$13,486	\$67,430
RESA 7		ANNUAL SAVINGS (COSTS)					TOTAL FIVE YEAR SAVINGS (COSTS)
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
TOTAL NET SAVINGS (COSTS)		\$24,974	\$24,974	\$24,974	\$24,974	\$24,974	\$124,870

## ***2.0 RESA 7 ORGANIZATION AND MANAGEMENT***

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## **2.0 RESA 7 ORGANIZATION AND MANAGEMENT**

This chapter represents major findings, commendations, and recommendations for the overall organization and management of the Regional Education Service Agency 7 (RESA 7). The five major sections of this chapter are:

- 2.1 Organizational Structure
- 2.2 Executive Director Evaluation
- 2.3 Governance
- 2.4 Executive Team
- 2.5 Communications
- 2.6 Legal Services
- 2.7 Strategic Plan and Accountability
- 2.8 Policies and Procedures

West Virginia has eight Regional Education Service Agencies (RESAs) geographically located throughout the state. RESA 7 serves 12 counties and its main office is in Clarksburg. RESA 7's service area includes the Barbour, Doddridge, Gilmer, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, Tucker, and Upshur county school districts. Each RESA is responsible for the delivery of programs and services for the county school districts and other entities within each RESA's service area.

### **INTRODUCTION**

RESA 7, and every other RESA in West Virginia, is confronting significant budgetary reductions, caps on revenue, and ever increasing operation costs. Despite budget limitations, RESA 7 is continually challenged to maintain and improve programs and services provided to the county school districts.

Recommendations and commendations prepared by MGT consultants are made in context of best practice and providing for the efficient use of limited financial resources.

The commendations in this chapter include:

- |                         |  |
|-------------------------|--|
| <b>Commendation 2-A</b> | RESA 7 effectively uses e-mail and electronic newsletters as a cost-effective system for internal and external communications. |
| <b>Commendation 2-B</b> | The RESA 7 administration is commended for incurring no legal expenditures in the 2010-11 school year.                         |
| <b>Commendation 2-C</b> | The RESAs have developed a common template/format for strategic planning in all RESAs.   |

The recommendations in this chapter include:

- |                           |  |
|---------------------------|--|
| <b>Recommendation 2-1</b> | Maintain the existing RESA organizational structure to maximize flexibility and meet the needs of the county school districts. |
|---------------------------|--|

- Recommendation 2-2** The West Virginia Board of Education (WVBE), West Virginia Department of Education (WVDE), and the RESAs should collaborate to design a comprehensive executive director evaluation system, which includes both summative and formative assessment tools.
- Recommendation 2-3** Clarify and streamline the reporting relationship between the State Board, WVDE, Regional Councils, and the RESAs to enhance RESA effectiveness.
- Recommendation 2-4** Review the current statutes and develop a common core of services that can be delivered most cost effectively from all RESAs across the state, providing continuity and equality across all RESAs regardless of the location of the district and/or students.
- Recommendation 2-5** Align state funding with mandated core services.
- Recommendation 2-6** Remove the cap on RESA funding as recommended by the State Board of Education for the past two years.
- Recommendation 2-7** Expand cooperatives, entrepreneurial programs, and shared service models to stabilize funding and mitigate reliance on state and federal grants.
- Recommendation 2-8** Ensure that the individual program goals are integrated into the RESA 7 strategic plan and that the plan is shared and reviewed with all employees.
- Recommendation 2-9** Work with RESA 7 county superintendents and board members to eliminate the historical perception that RESA staff must be invited in order to provide service to county schools.
- Recommendation 2-10** Continue to expand the electronic information delivery system.
- Recommendation 2-11** Standardize website content to ensure continuity and quality between programs and services.
- Recommendation 2-12** Develop and implement a RESA-wide goal setting process with a consistent measurable evaluation system utilizing SMART Goals or a similar planning model.
- Recommendation 2-13** Develop and implement a standardized RESA-wide needs assessment process.
- Recommendation 2-14** Develop a comprehensive policy and procedures manual that defines the operations and governance structure of the RESA.
- Recommendation 2-15** Place all RESA 7 policies and procedures on the publicly accessible webpage.

## **2.1 Organizational Structure**

RESA 7 initiates and implements programs that can be delivered more cost effectively using a regional delivery system that serves a 12-county region. By working with the county school systems and other education related agencies, RESA 7 leverages available financial resources.

### **FINDING**

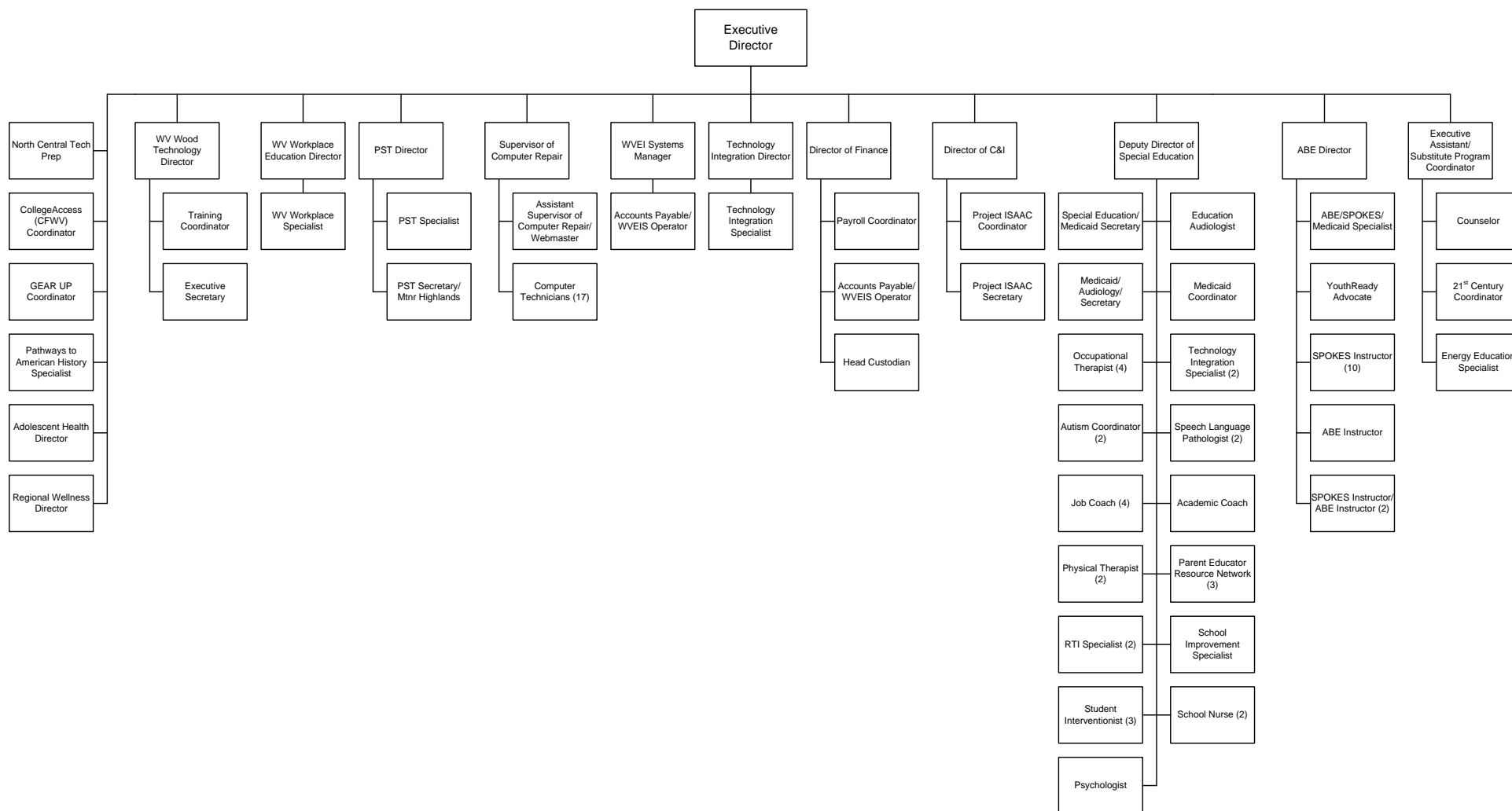
In the strategic plan, RESA 7 identified six areas of service:

1. Technical assistance to low-performing schools and school systems.
2. Providing high quality, targeted staff development designed to enhance the performance and progress of students.
3. Facilitating coordination and cooperation among county boards/cost savings.
4. Installing, maintaining and/or repairing education related technology equipment and software.
5. Receiving and administering grants under the provision of federal and/or state law.
6. Developing and/or implementing any other programs or services as directed by law or by the WVBE.

As of September 2011, RESA 7 employed 97 full-time and 484 part-time staff (which includes those operating work study programs and summer youth employment programs), to meet the continuum of services. The organization is flat in that 16 leadership positions report directly to the executive director. These directors and coordinators have an additional 84 full-time direct reports as well as numerous part-time staff.

**Exhibit 2-1** displays the RESA 7 staff organizational chart.

**EXHIBIT 2-1  
RESA 7 ORGANIZATIONAL STRUCTURE  
2010-11**



Source: RESA 7, 2011.



RESA 7 offers 42 programs and services to 12 county school districts in a 5,104 square mile area. **Exhibit 2-2** displays a matrix of the services offered by RESA 7 as well as the other RESAs.

**EXHIBIT 2-2  
RESA PROGRAMS AND SERVICES**

<b><i>Matrix of RESA Programs and Services</i></b>								
<b>Program/Service</b>	<b>RESA 1</b>	<b>RESA 2</b>	<b>RESA 3</b>	<b>RESA 4</b>	<b>RESA 5</b>	<b>RESA 6</b>	<b>RESA 7</b>	<b>RESA 8</b>
ABE Assessment	x		x			x		x
ABE Technology Coordination	x							
Adolescent Health Initiative	x				x	x	x	
Adult Basic Education	x		x		x	x	x	x
Audiological Services		x	x			x	x	x
Bus Operator Training Program	x					x	x	
Child and Adult Food Care Program				x				
Computer Training Lab	x	x	x	x	x	x	x	x
Coop. Classroom Supplies/Materials		x	x	x		x		
Coop. Custodial/Maintenance Supplies			x		x	x		
Coop. Food Service	x	x	x		x	x	x	x
Coop. Natural Gas					x			
Coop. Technology Equipment/Supplies		x	x		x	x	x	x
Coop. Vehicle Fuels & Lubricants			x					
County Supported School Improvement		x				x	x	
County Technology Services	x	x	x	x	x	x	x	x
Credit Recovery Program				x				x
Deaf/Blind/Visually Impaired Services						x	x	
Early Childhood Program Birth to 3								x
Early Childhood Program Head Start								x
Energy Management Services		x	x	x	x	x	x	
Graduate Classes @ Reduced Rates	x	x	x	x	x	x	x	x
Intervention Program		x				x	x	
Legal Services								x
Medicaid	x	x	x	x	x	x	x	x
On-Site Visit Preparation							x	
Parental Communication System							x	
Professional Development	x	x	x	x	x	x	x	x
Public Service Training Program*	x		x		x	x	x	x
Regional School Wellness Program	x	x	x	x	x	x	x	x
Repository of Exemplary Practice	x	x	x	x	x	x	x	x
School and County Improvement	x	x	x	x	x	x	x	x
School Safety Program		x					x	
Science Instructional Materials						x		
Special Education	x	x	x	x	x	x	x	x
Special Education Contracted Services		x	x		x	x	x	x
SPOKES	x		x		x	x	x	x
Student Academic Competitions	x	x	x	x	x	x	x	x
Student Support Services		x						
Student Test-Out Program							x	
Student Transportation								x
Student Tutoring Services		x						
Substitute Calling System				x		x		
Substitute Teacher Training	x	x	x	x	x	x	x	x
Supplemental Educational Services	x	x	x	x	x	x	x	x
Technology Coordination	x	x	x	x		x	x	x
Technology Repair Services	x	x	x	x	x	x	x	x
Teleconferencing Services	x	x	x	x	x	x	x	x
Workforce Investment Program						x	x	
WV Wood Technology Program							x	
WVEIS	x	x	x	x	x	x	x	x

## EXHIBIT 2-2 (Continued) RESA PROGRAMS AND SERVICES

<b>Matrix of RESA Programs and Services</b>								
<b>Grant Programs</b>	<b>RESA 1</b>	<b>RESA 2</b>	<b>RESA 3</b>	<b>RESA 4</b>	<b>RESA 5</b>	<b>RESA 6</b>	<b>RESA 7</b>	<b>RESA 8</b>
21st CCLC	x			x			x	
Alternate Certification Programs	x	x	x					x
Benedum Grant	x	x	x			x		
Communities Putting Prevention to Work					x			
Doing What Works Grant				x				
Gear-Up Grant							x	
Graduate Degree Programs	x	x		x		x		
HEPC Title II Grant	x			x				
Math-Science Partnership Grant		x		x				x
National Board Certification of Teachers		x				x		
Teaching American History	x	x	x		x		x	
Tech Prep Consortium	x	x					x	
Title II Alternative Certification Grant		x						
West Virginia College Foundation Grant							x	
West Virginia Workplace Education							x	
Workforce Investment Board Grant						x	x	

Source: West Virginia Department of Education, 2011.

\*For this study, MGT reviewed K-12 educational programs only. The RESA 7 Public Service Training includes local school system training such as CPR and first aid for school bus operators. RESA 7 also conducts the Substitute Bus Driver Training Program, which was piloted last year. While they support district operations, they are not K-12 programs per se.

### RECOMMENDATION 2-1:

**Maintain the existing RESA organizational structure to maximize flexibility and meet the needs of the county school districts.**

### FISCAL IMPACT

Implementing this recommendation will result in no additional expenditure from RESA 7.

## 2.2 Executive Director Evaluation

West Virginia State Policy 323 Section 126-72-3 states:

*3.5. The regional council shall make recommendations to the state superintendent and the WVBE in the following areas: qualifications and leadership characteristics of a new RESA executive director, employment of full-time and part-time professional and associate staff, development of an annual budget, development of the RESA strategic plan, the evaluation of the RESA(s) performance(s), and the evaluation of the RESA executive director.*

### FINDING

The RESA 7 Executive Director is appointed by the West Virginia Board of Education (WVBE). He/she serves at the will and pleasure of the WVBE and, therefore, does not have a written contract. All RESA executive directors are evaluated using the same

instrument. The current evaluation uses summative assessment surveys of the RESA advisory board.

In RESA 7, the executive director is evaluated by all RESA 7 regional council members. The regional council chairperson reviews the completed evaluations with the executive director, and forwards the evaluation to WVDE for input. The state superintendent or designee and a representative(s) from the WVBE meet with the executive director to discuss his/her evaluation. After the performance review process is completed, the evaluation is sent to the WVBE for final review.

The evaluation instrument is comprised of a checklist with no opportunity to provide evidence validating the rating. Further, the rating scale offers only three options: exceeds standards, meets standards, and unsatisfactory. If an Executive Director is rated "unsatisfactory," the evaluator is asked to "provide reason and recommendations for improving performance." A copy of the instrument is shown in **Exhibit 2-3**.

### **EXHIBIT 2-3 WVBE EXECUTIVE DIRECTOR EVALUATION FORM**

WEST VIRGINIA BOARD OF EDUCATION REGIONAL EDUCATION SERVICE AGENCY EXECUTIVE DIRECTOR EVALUATION (Advisory Council)			
Executive Director: _____		RESA: _____	
CRITERIA	E	M	U
<b>Expectations</b>			
1. Works effectively as a member of an educational leadership team.			
2. Demonstrates self-control and exhibits an attitude of mutual respect.			
3. Is ethical and demonstrates good work habits.			
4. Demonstrates an ability to work effectively with numerous entities.			
<b>Duties and Responsibilities</b>			
1. Provides leadership for the RESA in developing and implementing the Comprehensive Strategic Plan of Services.			
2. Evaluates and reports performance of the RESA on standards of services delivered.			
3. Identifies and directs delivery of services needed by low-performing schools.			
4. Identifies and directs high-quality, targeted staff development designed to enhance the performance and progress of students in the public schools of the region.			
5. Leverages and attracts federal, state, regional and local resources needed to accomplish the RESA Comprehensive Strategic Plan of Services.			
6. Plans and executes the RESA budget and maintains all records consistent with state and federal laws, rules and regulations.			
7. Works collaboratively with the RESA regional advisory council in establishing policies and executing actions consistent with West Virginia Board of Education Policy 3233.			
8. Supervises and evaluates RESA personnel.			
9. Maintains a repository of research-based best practices for supporting effective teaching and learning and school improvement in the region.			
10. Provides leadership for the RESA to function as a full partner in the statewide network of RESAs.			
11. Represents the RESA in local, state and national meetings.			
12. Performs other duties as may be assigned by the State Superintendent of Schools and/or the West Virginia Board of Education.			
13. Performs an annual evaluation on each RESA supervisor and ensures the evaluation of all full-time RESA employees.			
14. Equal Opportunity and Civil Rights			
<b>OVERALL PERFORMANCE</b>			

E = Exceeds Standard; M = Meets Standard; U = Unsatisfactory (For each area marked "Unsatisfactory," provide reason and recommendations for improving performance.)

Signature of Executive Director: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Advisory Council Member: \_\_\_\_\_ Date: \_\_\_\_\_

cc: Personnel File

Source: RESA 7, Executive Director's Office, 2011.

Best practices indicate that when evaluating an administrator both summative and formative data should be gathered. The Iowa Area Education Agencies have developed a best practice administrative evaluation system for their chief administrators.

Specifically, the Great Prairie Area Education Agency in Iowa states in their operating principles that “A comprehensive administrative evaluation process must:

- Link to academic, social and emotional growth for all students in the system.
- Recognize the importance of an administrator’s work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.
- Align with the six Iowa Standards for School Leaders (ISSL).
- Have research-based criteria about effective administrative behaviors which are substantiated by measurable data from multiple sources and are legal, feasible, accurate and useful.
- Provide opportunities for personal and professional growth.
- Be ongoing and connected to school improvement goals.
- Connect the district’s goals with its public’s vision for their schools.
- Be intended to improve performance not prove incompetence.”

The Grant Prairie Area Education Agency Administrative Evaluation system is set up on a three year cycle.

Years 1 and 2: Review of the Individual Professional Development Plan that included goals for the year. This includes discussions around the standards and criteria. Set new goals and update the Individual Professional Development Plan.

Year 3: Review of the individual professional development plan that included goals for the year. Complete the formal summative form. Set new goals and update the Individual Professional Development Plan.

The evaluation process is based on the following standards:

**Standard #1:** An administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

**Standard #2:** An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

**Standard #3:** An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

**Standard #4:** An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

**Standard #5:** An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

**Standard #6:** An educational leader promotes the success of all students by understanding the profile of the community and responding to and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

See **Appendix B** for the Iowa Administrative Evaluation System.

The Educational Service Centers (ESCs) in Texas also use both formative and summative evaluation data. The director completes the Regional Education Service Center Director's self-appraisal shown in **Exhibit 2-4**.


**EXHIBIT 2-4  
REGIONAL EDUCATION SERVICE CENTER  
DIRECTOR'S SELF-APPRAISAL**

1. How have you influenced employees of the service center to follow your strategic vision for the service center?
2. How have you encouraged learning and development of your employees?
3. How would you describe the communication/collaboration between the service center and the school districts and charters in your region? Elected officials? Business Community? Others?
4. How would your staff and colleagues describe your leadership style? Give me an example to support your answer.

Source: RESA Service Centers, Texas, 2011.

The ESC Board conducts the evaluation after receiving data from the districts, staff, and the Director's Self-Appraisal. The ESC Board then completes the RESC Performance Evaluation shown in **Exhibit 2-5**. That evaluation is sent to the Texas State Education Commissioner, who conducts his/her own evaluation and then meets individually with the director.

## EXHIBIT 2-5 SAMPLE PERFORMANCE EVALUATION

REGIONAL EDUCATION SERVICE CENTER <i>Performance Goals Record Evaluation Form</i>		 <small>Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Phone: 512-463-9985 Fax: 512-463-9008 <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></small>	
Director Name: _____			
Region: _____			
Performance Period: _____			
Date Evaluated: _____			
Goals	Evidence of Achievement	Ratings*	Comments

Director Signature \_\_\_\_\_  
 Commissioner Signature \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_

\* 1. Fully accomplished  
 2. Accomplished major portion  
 3. Partially accomplished  
 4. Not accomplished

Source: Texas Education Agency, 2011.

Additional samples of evaluation instruments are available through the Association of Educational Service Agencies ([www.aesa.us](http://www.aesa.us)).

### RECOMMENDATION 2-2:

**The West Virginia Board of Education (WVBE), West Virginia Department of Education (WVDE), and the RESAs should collaborate to design a comprehensive executive director evaluation system, which includes both summative and formative assessment tools.**

### FISCAL IMPACT

WVBE, WVDE, and the RESAs should be able to implement this recommendation by committing their time and effort. There should be no fiscal impact.

## **2.3 Governance**

### ***West Virginia Board of Education***

WVBE is established in the West Virginia Constitution, and the board is responsible for the general supervision of the state's 834 elementary and secondary schools. The board establishes policies and rules to assure implementation of educational goals as well as ensure the general supervision, oversight and monitoring of a thorough and efficient educational system.

The WVBE provides direct oversight of the RESAs under WV Code § 18-2-26 and through its own policy under §126-72-2.2. Specifically, under 126-72-2.1 the WVBE establishes multi-county RESAs as the regional units in the state school system to provide for high quality, cost effective, lifelong education programs and services to students, schools, school systems, and communities.

WV Code § 18-2-26 and WVBE Policy 3233 identifies six areas of service for RESAs which include:

1. Providing technical assistance to low-performing schools and school systems.
2. Providing high quality, targeted staff development designed to enhance the performance and progress of students.
3. Facilitating coordination and cooperation among county boards within their respective regions in such areas as cooperative purchasing, sharing of specialized personnel, communications and technology, curriculum development, and operations of specialized programs for exceptional children.
4. Installing, maintaining and/or repairing education related technology equipment and software with special attention to the state technology initiatives.
5. Receiving and administering grants under the provisions of federal and/or state law.
6. Developing and/or implementing any other programs or services as directed by law or by the State Board of Education.

## **FINDING**

Under the 2001 Elementary and Secondary Education Act reauthorization as amended in the *No Child Left Behind Act of 2001* (NCLB), the federal government defines the term "educational service agency" (ESA) to be:

*A regional public multi-service agency authorized by state statute to develop, manage and provide services or programs to local educational agencies. See Act 910(17).*



*ESAs are also listed in the definition of 'local education agency' ("LEA") included in Title IX of the Act, the general provisions of the statute that apply to the majority of federal education programs. The Act revised the definition of LEA status: educational service agencies, consortia of educational service agencies See Act 910(26)(D). Since the enactment of the Elementary and Secondary School Act in 1965, Congress made a few changes to the definition of LEA. A LEA was generally defined to be:*

*A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district or other political subdivision of a state, or of or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.*

This definition has been applied and/or expanded in the reauthorization of *Individuals with Disabilities Act* (IDEA), the *Carl D. Perkins Career and Technical Education Improvement Act of 2006* and the *Higher Education Act of 1965*.

The importance of this federal legislation is that it allows ESAs to apply for grants for which state departments are not eligible. For example, while states cannot provide Supplemental Educational Services (SES), ESAs are eligible to provide these services as long as they are not arms of the state. In Hawaii, the state school system is one district under the state superintendent, and as such, the state was prohibited from providing SES under NCLB. As a result, Hawaii formed an ESA through the Pacific Resources for Education and Learning (PREL) so that PREL could provide supplemental services to the schools.

The most effective relationship between state departments of education and ESAs continues to be a partnership approach with general oversight coming from either a local board or from another entity, which, in the case of West Virginia, is the State Board of Education. ESAs that work collaboratively with their State Departments of Education include but are not limited to Alaska, Arkansas, California, Connecticut, Iowa, Michigan, Nebraska, Ohio, Oregon, Pennsylvania, Washington, and Wisconsin.

If West Virginia continues to define RESAs as LEAs, as they do in 126CSR72-2.5 (IA), RESAs will be able to apply for federal grants on behalf of their participating districts. In addition to being eligible for state and federal grants, RESAs are provided a foundation support allowance under 19-9A-8a. The allowance shall be equal to sixty-three one-hundredths percent of the allocation for professional educators in step one of the school funding formula. The allowance is distributed with rules adopted by the State Board of Education. Sixty percent distributed equally among the RESAs and 40 percent distributed based upon student population. In fiscal year 2004-05, the RESAs received \$4.73 million. In subsequent years, the funding has been reduced and today the RESAs receive \$3.9 million. Since 2004, the RESAs have lost \$6,659,581 due to reductions in the funding formula. This has caused a reduction in services and further inequities within the RESA system. For the past two years WVBE has recommended to the legislature that the foundation cap be removed.



The foundation cap has had a significant impact on the RESAs' ability to deliver the mandated services under West Virginia State Law. Neither the Legislature nor State Board have adjusted the service level to reflect the reduction in funds for the mandated services. The effect is that RESA 7 is expected to deliver the same services with less money and fewer personnel.

**Exhibit 2-6** displays the basic foundation allowance for all West Virginia RESAs.

**EXHIBIT 2-6  
STATE BASIC FOUNDATION ALLOWANCE FOR RESAS**



RESA	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	Code	No Cap	Code	w/Cap	Code	w/Cap	Code	w/Cap	Code	w/Cap	Code	w/Cap	Code	w/Cap	Code	w/Cap
1	\$583,651	\$583,651	\$579,735	\$540,263	\$573,044	\$489,824	\$610,966	\$513,041		\$512,911		\$512,366		\$512,520		\$487,498
2	\$616,394	\$616,394	\$613,312	\$571,554	\$609,233	\$520,758	\$651,302	\$546,912		\$547,574		\$546,682		\$549,815		\$520,908
3	\$651,039	\$651,039	\$647,863	\$603,752	\$641,801	\$548,596	\$685,777	\$575,860		\$576,293		\$576,838		\$578,588		\$550,663
4	\$505,150	\$505,150	\$505,539	\$469,255	\$497,048	\$424,865	\$530,009	\$445,059		\$443,410		\$442,785		\$441,170		\$419,031
5	\$546,010	\$546,010	\$544,002	\$506,963	\$538,318	\$460,142	\$574,613	\$482,514		\$481,223		\$481,016		\$479,756		\$455,797
6	\$505,566	\$505,566	\$502,083	\$467,898	\$496,677	\$424,548	\$528,606	\$443,881		\$442,737		\$440,198		\$439,050		\$416,457
7	\$724,060	\$724,060	\$720,500	\$671,443	\$710,843	\$607,611	\$759,226	\$637,537		\$636,029		\$635,873		\$633,971		\$602,580
8	\$607,076	\$607,076	\$610,434	\$568,872	\$612,625	\$523,656	\$661,167	\$555,196		\$559,823		\$564,272		\$565,130		\$537,066
<b>TOTALS</b>	\$4738946	\$4737946	\$4723468	\$4400000	\$4679589	\$4000000	\$5001666	\$4200000	\$5243539	\$4200000	\$5356888	\$4200000	\$5442928	\$4200000	\$5401503	\$3990000

Source: RESA 7, 2011.

### ***State Superintendent of Schools***

While the WVBE provides oversight of the RESAs, the state superintendent also has reporting and administrative oversight over the RESAs. The state superintendent's responsibilities in working with the RESAs include:

- Selecting a representative to serve on each RESA council.
- Providing oversight accountability and compliance monitoring of federal and state grants from WVDE.
- Overseeing reporting requirements as directed by WVDE and WVBE.
- Participating in the evaluation of the RESA executive director.

### ***RESA Regional Council***

Under West Virginia State Policy 323 Section §126-72-3 Governance and Administration each RESA is to have a Regional Council with the following responsibilities:

- Each RESA shall have a regional council for the purpose of advising and assisting the executive director in carrying out his/her duties.
- The regional council shall make recommendations to the state superintendent and the WVBE in the following areas: qualifications and leadership characteristics of a new RESA executive director, employment of full-time and part-time professional and associate staff, development of an annual budget, development of the RESA strategic plan, the evaluation of the RESA(s) performance, and the evaluation of the RESA executive director.
- The superintendent of schools in each county may designate a member of his/her administrative staff to serve as a representative on the regional council.
- The regional council of each RESA shall elect a chairperson from its members and provide for such other officers as it may determine are needed.
- Each regional council shall adopt policies, rules or regulations for the effective and efficient operation of the RESA consistent with the provisions in this WVBE rule.
- Each regional council shall, by policy, fix a quorum for its meetings.
- The RESA executive director, with input from the chairperson of the regional council shall establish advisory committees, task forces, and study groups as desired for accomplishing RESA functions and services consistent with this WVBE rule.

The size of the regional councils across the state varies from 14 to 31. One of the main reasons for this variance is because each council is required to have the county school district superintendent and a board member from each school district on the council. RESA 7 has 31 members on their regional council. One county board member and one

county superintendent represent each of the 12 counties in RESA 7. Four at-large members, two representatives from the state board, and one representative from WVDE also serve on the regional council.

The RESA 7 council meets nine times a year and is a recommending body to the State Board of Education and the state superintendent. MGT reviewed minutes from eight meetings held between September 16, 2010 and May 19, 2011 and found that council members had a 64 percent attendance rate. The minutes reflected that RESA 7 reported on its finances and budget status, shared departmental information regarding services, and reviewed personnel changes at each meeting. WVBE and WVDE had an opportunity to provide agency updates. Special guests were invited throughout the year to provide information about special programs and educational related opportunities. It was also noted that in April the council approved the proposed 2011-2012 budget.

West Virginia Law 18-2-26 subsection 2 states, "Notwithstanding any other provisions of this code to the contrary, county board members serving on regional councils may receive compensation at a rate not to exceed one hundred dollars per meeting attended, not to exceed fifteen meetings per year. County board members serving on regional councils may be reimbursed for travel at the same rate as State employees under the rules of the travel management office of the Department of Administration." The only regional council members eligible for reimbursement are the county board members.

If the state determined the RESA Regional Councils are too large to function effectively, the RESA 7 Regional Council could realize a potential cost savings by removing the county school board members, who are eligible to receive \$100 per meeting plus expenses. RESA 7 has 31 regional council members of whom 12 are county board members. Since the RESA 7 Regional Council meets, on average, nine times per year, this would yield a net yearly savings for RESA 7 of \$10,800. Since there are 55 school districts, on a statewide basis there could be a potential savings of \$49,500 a year excluding travel expenses.

It was noted that the RESA council, as currently structured, has limited authority due to the rules and regulations under which it operates as a recommending body. Because of this relationship, the regional councils must rely on collaboration with the WVBE and WVDE.

### ***County Superintendents***

In addition to the RESA 7 regional council meetings, the 12 county superintendents meet every six weeks with the RESA 7 Executive Director to discuss educational issues. In addition, the RESA 7 Executive Director established a Superintendent's Leadership Group which is open to all superintendents in RESA 7 who wish to participate. This is an important leadership training opportunity given that half of the county superintendents are new this year. The Superintendent's Leadership Group will meet 10 times during the year. The ability to meet regularly on an informal basis allows the county superintendents to serve as a resource to the RESA 7 Executive Director.

The reporting and responsibilities of WVBE, WVDE, and RESA 7 are convoluted due to changes made in the RESA governance structure over the years. Since the inception of RESAs in 1972, the West Virginia statute has been amended nine times. While the state

board has overall authority, the state superintendent and the regional councils have overlapping responsibilities in areas of hiring, firing, and personnel evaluations.

**RECOMMENDATION 2-3:**

**Clarify and streamline the reporting relationship between the State Board, WVDE, Regional Councils, and the RESAs to enhance RESA effectiveness.**

**FISCAL IMPACT**

Implementing this recommendation will require a commitment from WVBE, WVDE, and the RESAs and will not require additional funding.

**RECOMMENDATION 2-4:**

**Review the current statutes and develop a common core of services that can be delivered most cost effectively from all RESAs across the state, providing continuity and equality across all RESAs regardless of the location of the district and/or students.**

**FISCAL IMPACT**

Implementing this recommendation will require WVBE, WVDE, and RESAs staff time, but will not require the expenditures of RESA 7 funding.

**RECOMMENDATION 2-5:**

**Align state funding with mandated core services.**

**FISCAL IMPACT**

Implementing this recommendation will result in no additional expenditure.

**RECOMMENDATION 2-6:**

**Remove the cap on RESA funding as recommended by the State Board of Education for the past two years.**

By removing the cap on RESA funding, the state would reestablish the 2004 mandated statutory level of “sixty three one hundredths percent of the allocation for professional educators” § 18-9A-8a. The funding allowance for RESAs will continue to be controlled at two levels: (1) the total foundational allowance for RESAs from school aid funding is limited and (2) WVBE rules provide for distribution of funding (sixty percent equally across all RESAs and forty percent based on student enrollment within the respective RESAs).

## **FISCAL IMPACT**

Estimated cost to eliminate the basic funding allowance cap is \$1,561,198 according to the West Virginia Legislative Priorities, a collaboratively developed and collectively supported action agenda.

### **2.4 Executive Team**

The RESA 7 Executive Team operates under the following mission and vision statements:

- **Mission Statement:** To provide high quality, cost effective, life-long education programs and services to students, schools, school systems, and communities.
- **Vision Statement:** To serve the educational needs of the total community.

## **FINDING**

The executive management team for RESA 7 is made up of 16 members including the executive director, executive assistant, ten team directors, three coordinators, and one manager.

MGT team members believe the RESA management team and supporting staff are committed to carrying out the directives of WVBE, WVDE, and the regional council. Interviews with the recipients of RESA 7 services indicate an overall satisfaction with the quality of the services offered. While conducting interviews with the RESA management team it was noted that, due to reductions in the state funding system, RESA 7 had lost some key management and support positions. These reductions came when the cap was placed on the state funding allowance for RESAs (see **Recommendation 2-6**).

RESA 7's dependency on state and federal grants means they have to aggressively seek funding sources. Unfortunately, the dependency on grants can become the driver of programs rather than district needs. RESA 7 does not aggressively seek entrepreneurial options for increased revenue. These options include, but are not limited to, insurance trusts, interagency (municipal) cooperatives, research services, personnel cooperatives, back office services for smaller districts, and or electricity cooperatives.

It was also noted that the RESA 7 executive team in some cases could not provide technical assistance to a county school district, unless the school district invites them into the school. After researching this concern, the consultant could not verify any law, regulation, or policy where RESAs need to be invited into the district. It was concluded that this was an established past practice.

### **RECOMMENDATION 2-7:**

**Expand cooperatives, entrepreneurial programs, and shared service models to stabilize funding and mitigate reliance on state and federal grants.**

## **FISCAL IMPACT**

Further study should be conducted to examine the needs of the RESA 7 constituents. Once the needs are identified, the RESA executive team can work with ESAs that are successfully offering the identified cooperative, entrepreneurial, and/or shared service programs. Once completed, the fiscal impact can be determined.

## **RECOMMENDATION 2-8:**

**Ensure that the individual program goals are integrated into the RESA 7 strategic plan and that the plan is shared and reviewed with all employees.**

## **FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditure for RESA 7. The program goals should support the WVDE supporting stance on SMART goals.

## **RECOMMENDATION 2-9:**

**Work with RESA 7 county superintendents and board members to eliminate the historical perception that RESA staff must be invited in order to provide services to county school districts.**

## **FISCAL IMPACT**

The executive director and management team should be able to implement this recommendation with no additional expenditure for RESA 7.

## **2.5 Communications**

RESA 7's communication plan is designed to meet the needs of its constituents.

## **FINDING**

RESA 7 uses e-mail and electronic newsletters as a cost-effective communication system for day-to-day internal and external communications.

Through personal interviews and documentation it is clear that RESA 7 is transitioning from printed hard copy to an electronic information delivery system. The electronic effort relies on the web and email systems.

All RESAs use the same front page on their website so that a coordinated, friendly, easy-to-use access point is available for all users throughout the state. The RESA 7 website is informative and considerable time has been spent designing and developing easy-to-use secondary pages. MGT's review shows that there is no consistent set of formatting requirements in the area of programs and services. Rather, information displayed on the site for each program area varies in terms of font, colors, and style.

It was noted that there was not a program description for the computer repair service on the website. One could, however, submit a computer repair work order off the front page of the RESA 7 website.

RESA 7 provides extensive information in electronic format to the regional council, superintendents and central office administrator, principals, teachers, and county officials. When direct services are provided to parents and students, they receive electronic information regarding the programs.

RESA 7 uses a service called ParentLink, a phone and internet communication system, which can send phone and email messages to all staff and/or parents at once. This is useful when closing school due to weather or reporting other special circumstances. Ten RESA 7 counties use ParentLink, while two use School Messenger, a similar service.

The importance of this communication system was evidenced by the consultants while the team was on site during an earthquake. Immediate usage of the system assisted in communicating the cause of the emergency.

RESA 7 also uses ParentLink to communicate with students for whom they provide direct services.

**COMMENDATION 2-A:**

**RESA 7 effectively uses e-mail and electronic newsletters as a cost-effective system for internal and external communications.**

**RECOMMENDATION 2-10:**

**Continue to expand the electronic information delivery system.**

**FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditure for RESA 7.

**RECOMMENDATION 2-11:**

**Standardize website content to ensure continuity and quality between programs and services.**

**FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditure for RESA 7.



## **2.6 Legal Services**

Education service agencies (ESA) throughout the United States procure legal services either through in-house counsel or through outside legal firms. Costs for legal work for ESAs and school districts have increased significantly over the past five decades. RESA 7's legal services are provided by the West Virginia State Board Attorney and, in certain instances, by contracted legal staff from an outside firm.

### **FINDING**

RESA 7 did not utilize outside legal counsel during the 2010-11 school year, and therefore has made no expenditures for legal services for fiscal year 2010-11.

### **COMMENDATION 2-B:**

**The RESA 7 administration is commended for incurring no legal expenditures in the 2010-11 school year.**

## **2.7 Strategic Plan and Accountability**

Among the characteristics that define effective organizations is the ability to not simply do things right, but to do the right things. Determining the right things is a product of effective planning. Planning is not a sometimes event. To be effective, a good planning process needs to be embedded in the operation of the organization and understood by all employees.

Strategic planning is a proactive process for envisioning the future and developing the necessary strategic actions to bring the organization's vision to fruition. A strategic plan serves as a map for the organization's members to guide actions towards meeting organizational goals. In addition, planning moves organizations from reactionary modes to proactive modes by connecting goals, strategies, performance measures, and action plans to an overall resource allocation process. Organizations that link these elements through the planning process are much more likely to achieve identified goals and enhance their overall organizational effectiveness.

Organizational accountability is the means by which an organization assesses its performance. The accountability of an ESA such as RESA 7 is not defined by a single program, but should be embedded in the culture of the organization. Typically, the accountability system for an ESA is included as an integral part of the organization's plan.

To be effective, an accountability system should not be simply imposed upon the organization. Staff must be knowledgeable about the goals of the organization and the plans to achieve these goals. Staff need to be made aware that the objective of the organizational accountability is to improve the performance of the service agency and is not used to conduct individual performance appraisals.

**FINDING**

The RESAs have collaboratively developed a consistent strategic planning template. Interviews and review of documents indicate that planning is being completed by agency personnel. The RESA 7 staff develops the RESA 7 Strategic Planning document annually utilizing the template.

**COMMENDATION 2-C:**

**The RESAs have developed a common template/format for strategic planning in all RESAs.**

**FINDING**

RESA 7 has not implemented a strategic planning process that includes a common quantifiable system for the plan's measurable outcomes.

The planning efforts are led by the RESA 7 Special Education and Curriculum and Instruction Directors. The RESA 7 departments have not utilized a common goal model and several goals are not quantifiable. A consistent measurement model is needed to ensure that progress is being made on the implementation of the plan. The RESA 7 plan does address the six areas of services identified in statute and State Board of Education policy (see **Section 2.3 Governance**).

Interviews indicated that the majority of the RESA 7 staff are not familiar with SMART Goals or a similar model and their use in a planning process. The use of SMART Goals or a similar model with strategic planning is considered nationally as a best practice by many education service agencies and school districts. SMART Goals is an acronym which stands for **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely (*The Power of Smart Goals* by Jan O'Neill and Anne Conzemius, 2006). Similar planning models with different acronyms, developed by other authors, are available for use by the RESA.

**Exhibit 2-7** provides information related to the implementation of SMART Goals.

## EXHIBIT 2-7 CLARIFICATION INFORMATION RELATED TO SMART GOALS

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

- When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.
- To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

- You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

Realistic- To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

- A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? “Someday” won’t work. But if you anchor it within a timeframe, “by May 1st”, then you’ve set your unconscious mind into motion to begin working on the goal. Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

- T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Source: Top Achievement: Self Improvement and Personal Development Community.

## RECOMMENDATION 2-12:

**Develop and implement a RESA-wide goal setting process with a consistent measurable evaluation system utilizing SMART Goals or a similar planning model.**

Implementing this recommendation should assist the executive director and executive team with the evaluation of all programs and services offered by RESA 7. The SMART Goals or a similar planning process should be utilized by all RESA 7 staff in developing specific measurable goals for the strategic plan.

## FISCAL IMPACT

Implementing this recommendation should result in no additional expenditures for RESA 7.

## FINDING

RESA 7 has not implemented a consistent needs assessment process.

Interviews and a review of documents indicate that some departments undergo a needs assessment process on a regular basis and other departments do not.

The use of a defined needs assessment model has been established by a number of service agencies has a best practice related to the delivery of services. In "*Beyond Compliance: Building Evaluation Capacity in the ESA*", Hobart L. Harmon writes:

*As the CEO or leadership team member, have you tried to plan and implement some small accountability changes, only to find an alarming amount of resistance or confusion within the organization? Perhaps one of the problems is that the ESA lacks adequate evaluation capacity. Without evaluation capacity, it may be difficult for ESA leadership to foster a learning organization that actively embraces the concept of continuous improvement, rather than a culture of compliance.*

Harmon further states: "Evaluation results must reveal more than the number of satisfied participants in a professional development program, or the number of times the ESA offered services."

Needs assessment data should be collected on a scheduled basis by all staff of a service agency. Many service agencies utilize free or inexpensive survey software to conduct their needs assessments with school district staff members. Data collection should be stakeholder based and analyzed by the Executive Director and executive team members. The results should be shared with all staff and utilized to improve the services offered by the agency.

As an example of best practice, **Exhibit 2-8** provides a list of information utilized by Education Service Center Region 12 (Texas) in developing their needs assessment questionnaires. Annually, Education Service Center Region 12 does an extensive assessment of districts and charter school needs. This information is used to drive the

development of new programs and services as well as validate the need for present services. This process is one of the primary listening mechanisms used by the Service Center to ensure that customer needs are being met. Below is the current needs assessment.

**EXHIBIT 2-8**  
**ESC 12 (TEXAS) NEEDS DEVELOPMENT ASSESSMENT INFORMATION**

**ESC Region 12 is Working to be Your Provider of Choice to:**

- Provide training and technical assistance with finance and school business operations
- Provide training and technical assistance with at-risk issues
- Provide assistance to districts and charter schools in improving outcomes for students with disabilities and district accountability and monitoring ratings by providing training and technical assistance
- Provide training and technical assistance for appropriate district staff in state and federal accountability issues
- Provide training and technical assistance in curriculum, instruction, and assessment
- Provide training and support for educator development/certification, recruitment, and retention
- Provide training and technical assistance to district leadership
- Provide training and technical assistance to campus leadership
- Provide training and technical assistance in the area of technology
- Provide direct services and products and technical assistance to customers

Source: ESC 12 webpage, Texas, 2011.

**RECOMMENDATION 2-13:**

**Develop and implement a standardized RESA-wide needs assessment process.**

Implementing this recommendation should assist the executive director, executive team, and RESA 7 staff in determining the programs and services which are needed by the county school districts. RESA 7 will also be able to maintain trend data to see what needs have improved, changed, been added, remained the same, or have been eliminated by the county school district staff members. The active use of needs assessment data should assist the RESA in determining the best use of limited financial resources. As an example, professional development (PD) delivered by the RESA 7 staff should be targeted to PD needs identified in the needs assessment data. Resources should not be utilized for PD in areas which have not been identified as areas of need in the data collected from the county school districts. RESA 7 should utilize free survey software such as SurveyMonkey™ to collect the data. With a standardized needs assessment process, RESA 7 should be able to identify areas of improvement as well as new areas of need throughout the school district.

**FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditures for RESA 7.

## 2.7 Policies and Procedures

The development and adoption of ESA policies and procedures are an important function of the ESA administration and governing body. Board policies and procedures constitute the means by which the agency communicates its expectations to various constituencies. Board policies provide a legal framework, often based on state law and/or state board policy/rule, which guides the operation and decision-making processes of the ESA.

Established educational practice indicates that well-crafted policies and procedures:

- Establish the expectations from the administration and governing body.
- Keep the governing body and administration within legal guidelines.
- Establish an essential division between policy-making and administration roles.
- Create guidelines within which employees operate.
- Provide a legal basis for the allocation of fiscal, personnel, and facility resources.

Policies and procedures establish the philosophy and position of the governing body and how the governing body shall function. Further, policies should be of sufficient detail to provide adequate operational direction for the ESA and agency employees. Well defined policies assist in avoiding micro-management from the ESA governing body.

**Exhibit 2-9** lists the sections of the RESA 7 Policy Manual.

### EXHIBIT 2-9 ORGANIZATION OF RESA 7 POLICY MANUAL

SECTION (Number Series)	SECTION TITLES
020 thru 080 (030)	Introduction (Organizational Description including history and Senate Bill 429)
100	Employment
200	Employment Status and Records
300	Employee Benefit Program
400	Time Keeping and Payroll
500	Work Conditions and Hours
600	Leaves of Absence
700	Employee Conduct and Disciplinary Action

Source: RESA 7 Policy Manual, 2011.

## **FINDING**

The RESA 7 Board Policy Manual does not provide policies and procedures related to the RESA's governance and operation. RESAs statewide have developed and use a consistent policy manual. The manual provides policies and procedures for employees and serves primarily as an employee handbook. Best practice should include legal and local policies related to the RESA's governance, operation, employees, and material selection. The policy manual is maintained in hard copy and is on the RESA 7 webpage for staff members.

**Exhibit 2-10** provides a listing of the Board Policies for Education Service District 112 (ESD 112) located in Vancouver, Washington.

### **EXHIBIT 2-10 ORGANIZATION OF ESD 112 BOARD POLICIES**

#### **100 Board of Directors**

- [101 General Provisions](#)
  - 101.1 Number of Members
  - 101.2 Terms of Office
  - 101.3 Vacancies
  - 101.4 Qualifications
  - 101.5 Vacation of Board Member Positions
  - 101.6 Reimbursement of Members' Expenses
  - 101.7 Conflict of Interest
- [102 Bylaws of the Board of Directors](#)
  - 102.1 Organization of the Board
  - 102.2 Duties of the President and Vice President
  - 102.3 Duties of the Secretary
  - 102.4 Meetings
  - 102.5 Amendments and Review
- [103 Responsibilities & Duties of the Board](#)
  - 103.1 General
  - 103.2 Business
  - 103.3 Operation
  - 103.4 Personnel

#### **200 Administration**

- [201 Duties & Responsibilities of the Superintendent](#)
  - 201.1 General
  - 201.2 Business
  - 201.3 Personnel
- [202 Non-Discrimination](#)
  - 202.1 General
  - 202.2 Grievances
- [203 Provision of Direct Student Services](#)
  - 203.1 General
  - 203.2 Serving Districts' Interests

**EXHIBIT 2-10 (Continued)**  
**ORGANIZATION OF ESD 112 BOARD POLICIES**

**300 Personnel**

- [Intro Definitions](#)
- [301 Employment](#)
  - R301.1 Recruitment
  - R301.2 Application Procedure
  - R301.3 Letter of Employment
  - R301.4 Contracts - All Certificated Personnel
  - R301.5 Teaching Certificates – All Certificated Personnel
  - R301.6 New Employees
  - R301.7 Relatives
  - R301.8 Hiring Retirees
  - R301.9 Acceptable Driving Record
  - R301.10 Certification of School Bus Drivers
  - R301.11 Background Checks
  - R301.12 Students Protection of Fingerprint Records Information
- [302 Continuation of Employment](#)
  - R302.1 Certificated Personnel
  - R302.2 Classified Personnel
- [303 Separation](#)
  - R303.1 Resignation
  - R303.2 Nonrenewal of Certificated Employee Contracts
  - R303.3 Abandonment of Employment
  - R303.4 Discharge for Cause
- [304 Assignment, Reassignment & Transfers](#)
  - R304.1 Assignment, Notification of
  - R304.2 Reassignment and Transfer
- [305 Reduction in Force](#)
  - R305.1 Certificated Personnel
  - R305.2 Classified Personnel
- [306 Compensation & Related Benefits](#)
  - R306.1 Compensation - General Provisions
  - R306.2 Salary Schedule Placement
  - R306.3 Salary Schedule Advancement
  - R306.4 Benefits
  - R306.5 Reinstatement of Employees Terminated under the Provisions of R305.2
- [307 Holidays](#)
  - R307.1 General Provisions
- [308 Vacation](#)
  - R308.1 General Provisions
  - R308.2 Administrative Personnel
  - R308.3 Non-administrative Personnel
  - R308.4 Leave Sharing
- [309 Sick Leave](#)
  - R309.1 Definitions
  - R309.2 General Provisions
  - R309.3 Sick Leave Accrual



**EXHIBIT 2-10 (Continued)**  
**ORGANIZATION OF ESD 112 BOARD POLICIES**

- [310 Other Leaves](#)
  - R310.1 Bereavement Leave
  - R310.2 Jury Duty
  - R310.3 Leave for Temporary Disability Due to Pregnancy or Childbirth
  - R310.4 Family and Medical Leave
  - R310.5 Military Leave
  - R310.6 Leaves of Absence
- [311 Grievances](#)
  - R311.1 Procedure
- [312 Personnel Files](#)
  - R312.1 General
  - R312.2 Procedure for Examining Files
- [313 Development of Policy Relating to Personnel Matters](#)
- [314 Evaluation](#)
  - R314.1 Classified Personnel
  - R314.2 Certificated Personnel
  - R314.3 Confidential Conferences - Certificated Personnel
- [315 Outside Employment](#)
  - R315.1 General
- [316 Nondiscrimination/Affirmative Action](#)
  - R316.1 Employment of Persons with Disabilities
  - R316.1a Requesting Accommodation
  - R316.1b Response to Request for Accommodation
  - R316.2 Sexual Harassment
  - R316.2a Informal Complaint Process
  - R316.2b Formal Complaint Process
- [317 Disciplinary Action and Discharge](#)
  - R317.1 Corrective Discipline - Classified Personnel
  - R317.2 Discharge - Classified Personnel
  - R317.3 Corrective Discipline - Certificated Personnel
  - R317.4 Discharge - Certificated Personnel
  - R317.5 Suspension Pending Investigation
  - R317.6 Policies/Regulations Consistent with Statute
- [318 Attendance Incentive Program](#)
  - R318.1 Annual Conversion of Accumulated Sick Leave
  - R318.2 Conversion of Sick Leave Upon Retirement or Death
- [319 Transportation, Operating Rules](#)
- [320 Gifts, Gratuities and Favors](#)
- [321 Copyright](#)
  - R321.1 Definition
  - R321.2 Works Created Without ESD Assistance, Support or Sponsorship
  - R321.3 Works Created With Full ESD Assistance, Support or Sponsorship
- [322 Reporting of Child or Adult Dependent Person Abuse](#)
  - R322.1 Definitions
  - R322.2 Reporting Procedure
  - R322.3 Immunity from Liability
  - R322.4 Penalty for Failure to Report

**EXHIBIT 2-10 (Continued)**  
**ORGANIZATION OF ESD 112 BOARD POLICIES**

- [323 Smoking](#)
  - R323.1 Areas Where Smoking is Not Allowed
  - R323.2 Efforts to Prohibit Smoking in ESD Facilities
- [324 Staff Development](#)
  - R324.1 Tuition Reimbursement
- 325 - Deleted 6-23-09
- [326 Drug Free Workplace](#)
  - R326.1 Definitions
  - R326.2 General Provisions
- [327 Safety and Health](#)
- [328 Administration of Medication](#)
- [329 Public Access to ESD Records](#)
  - R329.1 General Provisions
- [330 Reporting Improper Governmental Action](#)
  - R330.1 Definitions
  - R330.2 Reporting
  - R330.3 Investigating Reports of Improper Governmental Actions
  - R330.4 Retaliation
  - R330.5 Posting of Policy
  - R330.6 Agencies Responsible for Enforcing Federal, State, and Local Laws
- [331 Conflict of Interest](#)
  - R331.1 Basic Guiding Principal
  - R331.2 Approval Procedures for Employment Outside the ESD
- [332 Prohibition of Firearms and Dangerous Weapons](#)
  - R332.1 Definitions
  - R332.1a Firearm
  - R332.1b Dangerous Weapons
  - R332.1c Possession
  - R332.1d Violation of Policy
  - R332.1e Involvement of Law Enforcement Authorities
- [333 Controlled Substances and Alcohol Use Testing Program](#)
- [334 Electronic Communications Systems Acceptable Use](#)
  - R334.1 Applicability of Administrative Regulations
  - R334.2 Use of Electronic Communications Systems
  - R334.3 Unacceptable and/or Illegal Uses of Communications Systems
  - R334.4 Expectation of Privacy
  - R334.5 Internet Access/Passwords
  - R334.6 Personal Security
  - R334.7 Filtering and Monitoring
  - R334.8 ESD Web Sites
  - R334.9 Cooperation with Law Enforcement Authorities
  - R334.10 Disciplinary Action

**EXHIBIT 2-10 (Continued)**  
**ORGANIZATION OF ESD 112 BOARD POLICIES**

**400 Business**

- [401 Travel](#)
- [402 Travel in ESD or Personal Vehicles](#)
- [403 Meals and Light Refreshments](#)
- [404 Acknowledging Service and Contributions](#)
- [405 Purchasing](#)
- [406 Loan of Equipment](#)
- [407 Use of Facilities](#)
- [408 Media Contacts](#)
- [409 Conflict of Interest](#)
- [410 Disposal of Surplus or Obsolete Materials and Equipment](#)
- [411 Cooperative Purchases](#)

**500 Instructional**

- [501 Instructional Materials Selection Process](#)
  - R501.1 For Instructional Materials Cooperative Items
  - R501.2 For Other Instructional Materials Managed by the ESD
- [502 Appeal Process for Contested Materials](#)
- [503 Religion](#)
- [504 Student Rights and Responsibilities](#)
- [505 Special Education and Related Services](#)

Source: ESD 112 online Board Policy Manual.

**RECOMMENDATION 2-14:**

**Develop a comprehensive policy and procedures manual that defines the operations and governance structure of the RESA.**

Implementing this recommendation by developing a complete Policy Manual will provide the RESA with guidance for the operation of the agency. ESD 112 makes its comprehensive list of policies available on its publicly accessible webpage. These policies would be a good starting point for RESA 7 as the agency develops its own policies. Other service agencies in various states also have comprehensive policy manuals which may be of assistance to RESA 7 (such as, any Texas Education Service Center).

**FISCAL IMPACT**

Implementing this recommendation will require some staff time, but will not require the expenditure of RESA 7 funds or the need to contract with a consultant.

**FINDING**

The RESA 7 Policy Manual is in an online format for employees, but is not on the RESA 7's publicly accessible webpage.

Policies should be readily accessible online for the RESA 7 staff, county school districts, and general public.

**RECOMMENDATION 2-15:**

**Place all RESA 7 policies and procedures on the publicly accessible webpage.**

**FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditures for RESA 7. The policy manual is in place on the webpage for employees and should be shared as a public document.

### **3.0 RESA 7 PROGRAMS AND SERVICES**

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### **3.0 RESA 7 PROGRAMS AND SERVICES**

This chapter presents findings, commendations, and recommendations for the overall programs and services in the Regional Education Service Agency 7 (RESA 7). The major sections of this chapter are:

- 3.1 Adolescent Health Initiative
- 3.2 Adult Basic Education
- 3.3 College Foundation of West Virginia
- 3.4 Curriculum and Instruction/Professional Development
- 3.5 West Virginia Wood Technology Center
- 3.6 Project ISAAC/After-school Programs
- 3.7 Pathways to American History
- 3.8 Regional School Wellness
- 3.9 School Safety Program
- 3.10 SPOKES
- 3.11 YouthReady
- 3.12 Mountaineer Highland Cooperative
- 3.13 Special Education
- 3.14 Audiology
- 3.15 Medicaid
- 3.16 GEAR Up
- 3.17 Substitute Teacher Training
- 3.18 Workplace Education
- 3.19 Energy Education
- 3.20 Tech Prep Consortium
- 3.21 West Virginia SenseAbilities Project

Commendations and recommendations are made in context of best practice and providing for the efficient use of limited financial resources. Commendations include:

- |                         |   |
|-------------------------|---|
| <b>Commendation 3-A</b> | The RESA 7 Adult Basic Education staff has implemented a successful program.  |
| <b>Commendation 3-B</b> | The RESA 7 Curriculum and Instruction department has effectively implemented the Instructional Practices Inventory with member school districts.  |
| <b>Commendation 3-C</b> | The RESA 7 Curriculum and Instruction staff and the West Virginia Office of Education Performance Audits (OEPA) staff collaborated to develop a comprehensive curriculum and instruction pre-audit model. |
| <b>Commendation 3-D</b> | RESA 7 is closing achievement gaps through Project ISAAC.   |
| <b>Commendation 3-E</b> | RESA 7 is commended for taking proactive steps to increase the safety of the students in the 12-district area.  |
| <b>Commendation 3-F</b> | The RESA 7 Department of Special Education is an excellent example of a service jointly being provided jointly by the West Virginia Department of Education and RESA 7; both entities                     |

	evaluate and assess the program on an ongoing basis.
<b>Commendation 3-G</b>	In partnership with the RESA 7 Special Education Department and the West Virginia Department of Education, RESA 7 has a library of 325 assistive devices, which is a very cost-effective way to accommodate special needs students, and an excellent example of a shared service model.
<b>Commendation 3-H</b>	By tightly managing the Medicaid Reimbursement at RESA 7, the counties are able to redirect local dollars to other important educational needs.
<b>Commendation 3-I</b>	RESA 7, Fairmont State College, and the school districts have created an exceptional GEAR Up partnership.
<b>Commendation 3-J</b>	The RESA 7 Substitute Teacher Training Program is well-run.
<b>Commendation 3-K</b>	The Workplace Education program is an excellent example of an educational program partnering with public/private business and governmental entities to enhance the skills of the West Virginia workforce.
<b>Commendation 3-L</b>	SenseAbilities is a successful and important statewide program that would not be possible without the voluntary leadership from the project coordinator, RESA 7, and the collaboration between USDE, WVDE, and RESA 7.

Recommendations in this chapter include:

<b>Recommendation 3-1</b>	Develop and implement a common evaluation form/model for all professional development delivered by RESA 7.
<b>Recommendation 3-2</b>	Consider implementing the RESA 7 curriculum and instruction pre-audit model in all eight RESAs.
<b>Recommendation 3-3</b>	Plan an active advertising campaign to promote the West Virginia Wood Technology School's offerings, update the website, and use these communication tools to increase student enrollment in the programs.
<b>Recommendation 3-4</b>	Consider implementing Project ISAAC statewide as funding becomes available.
<b>Recommendation 3-5</b>	Place additional information on the RESA 7 website related to the SPOKES program and services.
<b>Recommendation 3-6</b>	Place additional information on the RESA 7 website related to the YouthReady program, including entry into the program and services.
<b>Recommendation 3-7</b>	Charge the Mountaineer Highland Cooperative for RESA 7 staff assistance to the cooperative.
<b>Recommendation 3-8</b>	Determine if the current approach to hearing, vision, speech, and language screening with the WVDE HealthCheck is

- meeting the needs of West Virginia students.
- Recommendation 3-9** Collaborate with the West Virginia Department of Education to determine if the county school districts receive the maximum Medicaid reimbursements for which they are eligible.
- Recommendation 3-10** Extend a shared RESA service model across districts that do not currently participate in an Energy Education Program to realize significant cost savings.
- Recommendation 3-11** Work with higher education providers and the West Virginia Department of Education to allow transfer of EDGE credits to state universities.
- Recommendation 3-12** Seek opportunities for alternate funding for SenseAbilities deafblind services provided by RESA 7 without impacting funds available to recipients of the services.

**Note:** If a program is in compliance with program requirements and MGT does not find any issues or outstanding best practices, it will be stated as such, and there will be no finding for that particular program.

### **3.1 Adolescent Health Initiative**

The West Virginia Adolescent Health Initiative (AHI) is developed and coordinated by the Infant, Child and Adolescent Division, Office of Maternal, Child and Family Health, Bureau for Public Health, Department of Health and Human Resources. The Adolescent Health Initiative has the following goal statement:

*The goal is to improve the health status, health related behavior, and availability and utilization of preventive, acute and chronic care services among the adolescent population of West Virginia.*

There are eight dedicated regional adolescent health coordinators across West Virginia. AHI provides assistance for young people ages 10 through 19 in the 12-county RESA 7 service area. AHI provides networks of individuals and institutions which offer support, opportunities, boundaries, and structure. These networks assist youth in developing commitments, values, competencies, and a positive identity needed to mature into healthy and competent adults. The program's three primary focus areas are Asset Development, Adolescent Development, and Appreciating Diversity.

The adolescent health coordinator services is in compliance with program requirements.

Interviews and review of documents indicate that the AHI program is being implemented by RESA 7 in accordance with the guidelines established by the WV Department of Health and Human Resources.



### **3.2 Adult Basic Education**

The RESA 7 Adult Basic Education (ABE) program provides technical assistance to the twelve member counties. ABE serves adults in need of academic skills required to achieve success in future training, employment, or self satisfaction. Federal (WIA Title II) and state funding are utilized to finance the program. ABE provides basic education skill enrichment to adults, sixteen years and older, who have dropped out of school. The program has assisted former students and adults with the completion of the GED examination. ABE also assist adults with literary skills, computer literacy, workplace education, transition programs for dislocated workers, employability skills training, civil service examination training, and writing and math skill improvement.

ABE collaborates with the West Virginia Department of Health and Human Resources to implement TANF classes and partners with the West Virginia Department of Education (WVDE) to implement academic programs in correctional institutions and regional jails.

#### **FINDING**

The RESA 7 staff has implemented a successful Adult Basic Education (ABE) program.

Interviews and review of documents indicate that the program is being implemented according to program guidelines. Documentation available indicates that, during FY 2008-09, the ABE program served 5,237 students within the RESA's 12 counties. As a result, 1,879 ABE students satisfactorily completed the GED examination.

#### **COMMENDATION 3-A:**

**The RESA 7 Adult Basic Education staff has implemented a successful program.**

### **3.3 College Foundation of West Virginia**

The College Foundation of West Virginia (CFWV) is sponsored by the West Virginia Higher Education Policy Commission, Community and Technical College System of West Virginia, West Virginia GEAR UP, and WVDE. CFWV is designed to be a one-stop shop for information about preparing, applying, and paying for college. The service is provide free of charge to students and parents.

RESA 7 provides these services for 26 counties located in the service areas of RESAs 5, 6, and 7. The goal of RESA 7 is to have two trained school counselors per county school district. In the smaller counties the goal has been more difficult and in the past an administrator and/or a lead teacher has been trained instead. RESA 7 met the goal of two trained counselors per county during the 2010-11 school year.

The RESA 7 CFWV program is in compliance with program requirements.

Interviews and review of documents indicate that the CFWV program is being implemented by RESA 7 in accordance to the established guidelines and procedures.

### **3.4 Curriculum and Instruction/Professional Development**

The RESA 7 Curriculum and Instruction (C&I) department provides professional development and technical assistance for the RESA's school districts. The C&I Director oversees professional development for the RESA and the services provided to the county school districts. The C&I department is actively involved in the development and implementation of the RESA 7 Strategic Plan. Strategic Plan goals for C&I are measurable and well defined. The department has developed and implemented an effective needs assessment model, using input collected from county school districts regarding their needs. Quarterly meetings are conducted with other RESA professional development directors to assist with statewide coordinated initiatives.

#### **FINDING**

The C&I department has implemented a well-defined instructional intervention model which is utilized for school campuses throughout the RESA 7 service area. The Instructional Practices Inventory (IPI) developed by Dr. Jerry Valentine is a research-based model for school improvement. Interviews and documents reviewed indicate that the IPI model has had a positive instructional impact for students in the RESA 7 county school districts. Dr. Valentine's research lists the following information related to IPI:

#### ***The Instructional Practices Inventory Overview: A Process for Profiling Student Engaged Learning for School Improvement Initiatives*<sup>1</sup>**

1. *The Instructional Practices Inventory evolved in 1995-1996 during the development of a school-based, comprehensive, systemic school improvement initiative called Project ASSIST. The acronym ASSIST stands for Achieving Success through School Improvement Site Teams, a phrase descriptive of the process used to initiate and support school improvement. The Project is based upon the belief that school-wide change can be fostered by creating within a team of teacher-leaders and the principal the capacity to lead school-wide change. This form of periodic support is relatively unique in school improvement models, but holds promise as a reform method. The Project is grounded in two "frameworks" for school improvement. One is a Student-Centered "content" framework and the other a Vision-Driven "process" framework. For more details about the design and research findings, see the Project ASSIST section of this website.*
2. *In the design stages of Project ASSIST, we (the Center's graduate assistants, assistant director, and director) believed an outcome measure that represented observational data about student engaged learning was essential. Graduate assistant Bryan Painter conducted an extensive, yet unproductive, search for an observational tool or process that would codify and document student engagement data. We concluded that a process that would accomplish our desired goal did not exist so Bryan Painter and the Center director began the*

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<sup>1</sup> University of Missouri MLLC website, Dr. Valentine's article, 2009.

*design of the Instructional Practices Inventory (IPI). During the early stages of use, they realized that the IPI met the need for an outcome measure and served as a valuable process for collaborative problem-solving. Serendipitously, it was a tool that created profiles for measuring instructional change and a process for using the profiles to promote professional community and organizational learning.*

- 3. The creation of a set of observational categories complex enough to provide substantive data grounded in the knowledge of best practice (valid) yet easily understood and interpreted was a design goal. In addition to the importance of developing the right set of categories, a process for collecting the data had to be designed that would produce reliable data from observation to observation and observer to observer. Eventually a coder-training process had to be developed to ensure that the data collectors produced valid and reliable data.*
- 4. The experiences of the Center director, a graduate research assistant, and a data collector for a McREL-funded, inquiry-based learning project at the University of Nebraska-Lincoln were valuable in the development of the IPI. The inquiry project used 34 categories to analyze teacher-student interaction in the learning setting. For his dissertation, the Director developed a 42-category observational system for analyzing principal, teacher, parent, and student interaction. From those experiences, he concluded that an observational process of only a few categories addressing the nature of how students were learning was more appropriate than an extensive, detailed set of categories and sub-categories. The director's experiences as a leader for the development of performance-based evaluation and supervisory instruments for the states of Missouri and Kentucky and his service as an initial assessor for NASSP's national Principal Assessment Center project reinforced the importance of category simplicity, protocols for data collection, and structured strategies for training data collectors.*
- 5. After more than ten years of use, experiences and findings convince the developers that documenting and analyzing student learning behavior a vital component in the process of enhancing instruction throughout the school environment. Engaging teachers in the analysis and redesign of instruction is just as vital for change. The IPI process, when used properly, provides valid, reliable data for profiling student engaged learning and serves as the basis for the collaborative problem-solving faculty conversations necessary in a professional learning community.*

The RESA and districts pooled their resources to bring Dr. Valentine to the area for professional development on the implementation of IPI.

### **COMMENDATION 3-B:**

**The RESA 7 Curriculum and Instruction department has effectively implemented the Instructional Practices Inventory with member school districts.**

**FINDING**

RESA 7 does not use an effective process for collecting quantitative or qualitative data related to the professional development offered to member districts.

The C&I director is responsible for the oversight of all professional development offered by RESA 7.

Each RESA has a director responsible for professional development. The eight directors meet quarterly and work with WVDE on various state initiatives. A major initiative for the eight RESAs is to provide services to county school districts with performance issues that are now under state control. RESA 7 has two county districts which are under state control.

Interviews and a review of records indicate that professional development is being delivered by all departments within RESA 7. Records were in place related to the types of professional development offerings and participant sign-in logs. The records that were reviewed are consistent and appear to meet the various RESA 7 program requirements.

RESA 7 does not have a consistent professional development evaluation form/model. The RESA appears to have allowed each department to collect data independently.

As an example of best practice, **Exhibit 3-1** provides a sample workshop evaluation form developed by the Texas Education Agency.

**EXHIBIT 3-1**  
**TEXAS EDUCATION AGENCY SAMPLE WORKSHOP EVALUATION FORM**

<b>CUTTING EDGE: TITLE WORKSHOP</b> <b>EVALUATION QUESTIONNAIRE – DATE 2010</b>				
Purpose: Please reflect on this workshop and let us know what worked and what needs improvement. Your input is valuable to us as we plan future workshops. We will keep your responses <b>confidential</b> . Please be candid in your remarks.				
	Disagree	Tend to Disagree	Tend to Agree	Agree
1. The pre-workshop communications gave me the information I needed to learn about and prepare for the workshop.	1	2	3	4
2. Materials on the website were useful in preparing for the workshop.	1	2	3	4
3. The design of the workshop facilitated exchange of expertise among participants.	1	2	3	4
4. The workshop program engaged me in active learning related to its goals.	1	2	3	4
5. The workshop sessions were well facilitated.	1	2	3	4
6. The logistics for the workshop were well executed.	1	2	3	4
7. I believe the goals of the workshop as stated were met:	1	2	3	4
a. Goal text here				
b. Goal text here	1	2	3	4
c. Goal text here	1	2	3	4
d. Goal text here	1	2	3	4
Please use this space to comment on any of your ratings, particularly if you rated any below "3."				
8. Why did you participate in this workshop? Check all that apply. <div style="margin-top: 10px;"> <input type="checkbox"/> Teaching quandary. You hope to figure out a solution to a specific issue you came across in a course.             <input type="checkbox"/> Research interest. This workshop aligns with your own academic interests.             <input type="checkbox"/> Pedagogical interest. You have always wanted to teach students this content, set of skills or in this manner.             <input type="checkbox"/> Colleague suggestion. A colleague recommended the workshop to you.           </div>				

**EXHIBIT 3-1 (Continued)**  
**TEXAS EDUCATION AGENCY SAMPLE WORKSHOP EVALUATION FORM**

- ☒ Community interest. You wanted to take part in an activity with like-minded colleagues outside of your institution (as well as learn something).
- ☐ Other (please specify):
9. What aspects of the workshop were the most valuable for you? And why?
10. Least valuable and why?
11. How has this workshop changed your thinking about teaching? (what you teach; how you teach)
12. What are the features that you look for in a strong teaching activity?
13. Reflecting on your interactions at this workshop, are there people with whom you plan to be in contact? If so, list up to five. Please indicate any new contacts with an asterisk (\*) following their name.
14. [ONLY IF NO ACTION PLAN] How will you use or apply what you learned when you return home? This information will be shared by name with workshop leader.
15. [ONLY IF NO ACTION PLAN] If we were to follow up with you as to how you used or applied what you learned, what timeframe would make the most sense for your plans? This information will be shared by name with workshop leaders.
- ☐ Ask me in 3 months. I plan to use or apply aspects immediately.
- ☐ Ask me in 6 months. I plan to use or apply aspects sometime during the next semester.
- ☐ Ask me in 1 year. My professional circumstances will not allow me to use or apply aspects until then.
- ☐ Other: \_\_\_\_\_

The following questions ask you about your experiences with the *Cutting Edge* Website.

	Disagree	Tend to Disagree	Tend to Agree	Agree
16. I believe that I will use the resources found on the <i>Cutting Edge</i> website to help apply the learning I gained from this workshop.	1	2	3	4
17. I plan to use the website to share what I learned with colleagues.	1	2	3	4

18. In order to move forward with what you learned at this workshop, what are the one or two things that are most critical for you to find and use on the *Cutting Edge* website?
19. [ONLY IF ONLINE WORKSHOP] Is this the first on-line workshop or course you have taken?
- ☐ Yes
- ☐ No
20. [ONLY IF ONLINE WORKSHOP] Please comment on which of activities of the on-line workshop allowed you to interact with the other participants in productive ways?
21. [ONLY IF ONLINE WORKSHOP] Do you have any suggestions for future on-line Cutting Edge workshops?

**EXHIBIT 3-1 (Continued)**  
**TEXAS EDUCATION AGENCY SAMPLE WORKSHOP EVALUATION FORM**

22. Indicate your general satisfaction with this workshop by circling the appropriate number:									
Very dissatisfied									Very Satisfied
1	2	3	4	5	6	7	8	9	10
Comments to explain your rating:									
Additional comments about the workshop:									
Your responses to this survey will be kept <b>confidential</b> . We would like you to write your name below. This will improve our ability to evaluate the program by allowing us to link information about your workshop experience to your responses to other evaluation instruments. The onsite evaluator will tear this portion of the survey off and only use it to make this linkage. The project leaders will <b>not</b> see your name.									
Your name: _____									

Source: Texas Education Agency Workshop Evaluation Form, 2010.

### **RECOMMENDATION 3-1:**

#### **Develop and implement a common evaluation form/model for all professional development delivered by RESA 7.**

RESA 7 may wish to utilize some of the questions from the sample form listed above. A best practice is to provide a rating scale on the evaluation form in order to collect quantitative and qualitative data related to the professional development delivered. The data provided should be reviewed by the executive director to work with directors on improving instruction in the areas needing improvement and to commend instructors on the outstanding delivery of training. These evaluations may also provide the data necessary to either continue or discontinue the training.

### **FISCAL IMPACT**

The RESA should be able to implement this recommendation with minimal staff resources.

### **FINDING**

The RESA 7 C&I department has worked with the West Virginia Office of Education Performance Audits (OEPA) in developing a pre-audit curriculum and instructional model for county school districts and campuses. The pre-audit model was successfully piloted with Tucker High School, which is under state control and receives intervention assistance from RESA 7. Tucker High School began with twelve major deficiencies and through this model has eliminated all but two.

Other RESA 7 county districts are now interested in the model. Two schools have scheduled pre-audit curriculum and instruction reviews for the Fall 2011. Interviews and a document review indicate that the pre-audit model is comprehensive and works well for schools and county districts. RESA 7 utilizes existing staff and the county school

districts reimburse the RESA for any contractors hired. Document reviews indicate that the model is not costly for the RESA or county school districts. The model is designed as a formative instrument to assist schools before curriculum and instruction problems arise.

**COMMENDATION 3-C:**

**The RESA 7 Curriculum and Instruction staff and the West Virginia Office of Education Performance Audits (OEPA) staff collaborated to develop a comprehensive curriculum and instruction pre-audit model.**

**RECOMMENDATION 3-2:**

**Consider implementing the RESA 7 curriculum and instruction pre-audit model in all eight RESAs.**

**FISCAL IMPACT**

The RESAs should be able to implement this recommendation without additional resources. The county school districts should contract for the services in a manner similar to that of RESA 7.

**3.5 West Virginia Wood Technology Center**

The West Virginia Wood Technology Center (WTC) is a nationally recognized center that provides specialized training for those interested in wood industry careers. In partnership with the National Hardwood Lumber Association (NHLA) and Fairmont State Community and Technical College, WTC provides NHLA-sanctioned training in hardwood lumber grading and inspection, which qualifies graduates for immediate employment as lumber inspectors.

**FINDING**

The West Virginia Wood Technology Center (WTC) needs to improve its public relations and communications, and better advertise its offerings to students and the community.

The consulting team visited the WTC and found the center to be clean and well-equipped with machinery and safety equipment. Unfortunately, no classes were scheduled at the time of the onsite visit so classroom instruction was unable to be reviewed.

When looking at the center's website, it is woefully inadequate and out-of-date. The training programs listed on the website include the following:

- WTC 100 Industry Orientation and Safety
- WTC 102 Beginning Lumber Grading
- WTC 120 Kiln Operation
- WTC 200 Dimension Mill Production Methods



- WTC 202 Abrasives and Sanding Machine Operations
- WTC 204 Adhesives and Gluing Operations
- WTC 210 Moulder Setup, Operation, and Maintenance
- WTC 220 Moulder Tooling and Profile Knife Grinding
- Customized On-the-Job Training

During interviews with staff, the classes mentioned did not match the website listing of courses; therefore, those wishing to take a course do not have a clear indication of what the school offers.

The listing of staff on the website is also out-of-date and the most recent news listed was for Fall Semester 2010.

### **RECOMMENDATION 3-3:**

**Plan an active advertising campaign to promote the West Virginia Wood Technology School's offerings, update the website, and use these communication tools to increase student enrollment in the programs.**

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources and staff.

## **3.6 Project ISAAC/After-school Programs**

Project ISAAC is an after-school program funded by the WVDE and the 21st Century Community Learning Centers Grant, and is one the three projects of this type offered by a RESA. ISAAC stands for **I**ncreasing **S**tudent **A**chievement **A**dvancing **C**ommunities.

### **FINDING**

Project ISAAC has been funded by five 21st Century grants for a total of \$1.8 million. The project has been in place for eight years. For FY 2011-12, the RESA did not have one of the current grants funded for an additional grant cycle. As a result the program has lost a coordinator position and fewer schools are being served. Project ISAAC has served 16 schools in 10 counties, eight within and two outside of RESA 7's service area. Half of the students served receive free/reduced lunch and would be classified as living in poverty.

ISAAC assists students by providing reading and math tutoring; homework assistance; enrichment activities; health and wellness recreation; multi-cultural enrichment; community programs; drug, alcohol and tobacco awareness activities; character education; and career awareness activities. Other components of Project ISAAC are parenting programs and family fun nights. Project ISAAC has over 200 active partners who assist students in meeting the program goals, shown below in **Exhibit 3-2**.

**EXHIBIT 3-2  
PROJECT ISAAC GOALS**

1. Those students who participate in ISAAC regularly will meet or exceed West Virginia's designated Adequate Yearly Progress (AYP) benchmark on the WESTEST and will increase academic performance in basic skills with a concentration on reading and math.
2. Participate in enrichment activities created from the West Virginia Content Standards including, but not limited to music, the arts, technology applications, math, language, history and science.
3. Participate in activities to improve health and wellness with a concentration on skills related to the FitnessGram.
4. Build positive social and emotional behaviors.
5. Project ISAAC will provide educational programs and services to family members of student participants to enable them to be active participants in building both a personal and community capacity.

Source: RESA 7 Project ISAAC documentation, 2011.

Interviews and review of records indicate that Project ISAAC's staff collect, analyze, and utilize data from several sources to determine which instructional services are needed by the students being served. Survey data is collected and analyzed from parents, teachers, and students. During the 2010-11 school year, Project ISAAC collected 650 surveys from parents and students. A review of this survey data found that 91 percent of the respondents listed the need for tutorial and homework assistance for students as being extremely important. The project has responded and provides specialized tutorial and homework assistance for the students being served in the Project ISAAC after-school program.

In some of the rural county school districts, transportation for students staying after school was listed in the survey data as a key factor that needed to be addressed. Project ISAAC and two of the most rural county school districts were able to allow the students to ride home on existing activity buses, or the county school district provided afterschool bus runs specifically for these students. Interviews indicate that transportation is still an issue for some of the students being served by the project.

Student performance data from 2004 thru 2009 was reviewed for the school campuses in the project. The Project ISAAC staff have utilized analysis model utilizing student raw test scores from the WESTEST achievement tests. Data from the Project ISAAC-served students are compared with state student test data. As described in the RESA 7 Project ISAAC Grant Overview Document in 2010, the model utilized by Project ISAAC staff to determine achievement gaps and student academic progress includes:

*WESTEST scores are collected for Project ISAAC students in their respective schools, and these scores are subtracted from the state average over multiple years. The difference between scores is the*

*achievement gap, and the state average would therefore be represented by "0". All scores falling below "0" are performing poorly compared to the state average, where all scores above "0" are surpassing the state average. The focus of this data is on how the achievement gap was significantly reduced between Project ISAAC students and those in the State, as the former progressed through the program...Project ISAAC uses this data to track progress, indentify school-wide areas of need, provide targeted tutoring to support the mastery concepts and, therefore, enhance school improvement.*

Student raw WESTEST data indicate that all school campuses being served by Project ISAAC have closed achievement gaps in at least one and in most all areas of the tested curriculum. These areas include mathematics, reading, science, and social studies. For example, West Fairmont Middle School has improved mathematics raw scores by 30 points over 2004 and are now 6 points below the state average. In comparison, in 2004 this school was more than 45 points below the state average on the mathematics portion of the WESTEST. West Fairmont Middle School has also made gains in reading, which as 34 points below the state average in 2004 and is now almost 1 point above the state average. Similar student performance gains are also evident in science, gaining 28 points, and social studies, gaining 12 points over the 2004 scores.

Project ISAAC appears from interviews and a document review to be a best practice that should be replicated throughout the state.

#### **COMMENDATION 3-D:**

**RESA 7 is closing achievement gaps through Project ISAAC.**

#### **RECOMMENDATION 3-4:**

**Consider implementing Project ISAAC statewide as funding becomes available.**

#### **FISCAL IMPACT**

Further study should be conducted to determine the best way to utilize Project ISAAC throughout the state. Considerations include that the program is funded through federal funds, which have been reduced annually; there are insufficient funds to fund every district/RESA; and federal regulations require Project ISAAC to be funded competitively. Existing funding from other initiatives may be consolidated into a unified Project ISAAC initiative. Each of the West Virginia RESAs should be assigned this function and serve as fiscal agent for project implementation.

### **3.7 Pathways to American History**

The RESA 7 has implemented the Pathways to American History initiative. The program is funded by the United States Department of Education through competitive grants. The current grants are for the 2010 through 2013 school years. Elementary, middle, and high school social studies teachers will be provided professional development related to the instruction of American History. The program is divided into cohorts which address

various eras in history. Areas of study include early American History including the colonial period and/or the Civil War including Reconstruction.

In order to implement the Pathways to American History initiative, RESA 7 has partnered with Ashland University, Center for Civic Education, Learner's Online, the National Council History Education, the Heinz History Center including the Meadowcroft Rural Life Museum, and West Virginia University.

The RESA 7 Pathways to American History initiative is in compliance with program requirements.

Interviews and a review of documents indicate that Pathways to American History program is being implemented by RESA 7 in accordance to the established guidelines and procedures.

### **3.8 Regional School Wellness**

The RESA 7 has implemented a 12-county coordinated school and public health partnership. The partnership has increased collaboration among community, schools, and county school systems to assist students and staff in achieving healthy lifestyles. The program has the goal of increasing academic achievement and enhancing student success. The Coordinated School-Public Health Program (CSPHP) addresses eight components of wellness, including:

- staff support and wellness promotion;
- a healthy and safe school environment;
- family, business, and community involvement;
- guidance/counseling;
- psychological and social services;
- nutrition services;
- physical education; and
- health education.

This CSPHP is funded by the Bureau of Public Health and the WVDE Office of Child Nutrition and Healthy Schools. The RESA 7 CSPHP is in compliance with program requirements. Interviews and a review of documents indicate that CSPHP program is being implemented by RESA 7 in accordance to the established guidelines and procedures.

### **3.9 School Safety Program**

RESA 7 has taken proactive steps to collaborate with safety directors in each of its 12 counties (Barbour, Doddridge, Gilmer, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, Tucker and Upshur) to ensure the safety of all teachers, staff, and students in the area by creating and implementing a unified safety plan. The plan allows emergency responders across the counties to provide a timely and effective response to emergency situations.

## **FINDING**

A common color code system was agreed upon, and then detailed instructions for each code were drawn for all the counties. By creating a unified system, students, substitutes, and teachers who transfer between counties have consistent directions on responding appropriately to emergencies.

As a result of this RESA 7 initiative, superintendents, central office staff, faculty, service personnel, and students now have clear directions for use of each of the new emergency color codes. The color codes—red, yellow, blue, orange, white, and green—all have the same meaning and same detailed instructions for all counties. Students, teachers, or staff who may transfer into another participating county will not have to learn new code directions. RESA 7 created posters of each color code that now hang in every classroom in all 12 counties. Additionally, a flip chart provides further details as to what actions must be taken at the classroom level to ensure student safety with each code.

This model should serve as a best practice for the state of West Virginia, and other RESAs should provide the same service for the districts they serve.

## **COMMENDATION 3-E:**

**RESA 7 is commended for taking proactive steps to increase the safety of the students in the 12-district area.**

### **3.10 SPOKES**

The RESA 7 has implemented the SPOKES program along with Adult Basic Education. SPOKES stands for **S**trategic **P**lanning in **O**ccupational **K**nowledge for **E**mployment **S**uccess and was started in 2003. SPOKES is funded by the WVDE Office of Adult Education, Workforce Development, and the WV Department of Health and Human Resources. The funding is in collaboration with the West Virginia Workforce Investment Boards.

## **FINDING**

The RESA 7 website provides minimal information related to the SPOKES program. The program provides classes and activities that address academic and other related skills in order for adults to pursue and retain employment. The WV Department of Health and Human Resources and West Virginia Works provide referrals to the program to receive services. SPOKES provides assessment, job readiness, work process skills, computer skills, Workforce West Virginia WorkKeys academics, and intensive job search assistance through a ten-week program.

SPOKES is a part of the RESA 7 adult education outreach and is in compliance with program requirements.

Interviews and a review of documents indicate that the SPOKES program is being implemented by RESA 7 in accordance to established guidelines and procedures.

### **RECOMMENDATION 3-5:**

**Place additional information on the RESA 7 website related to the SPOKES program and services.**

SPOKES is listed under partnership and does have a link to the state web page. Individuals in the RESA 7 service area may have difficulty in finding information related to SPOKES. RESA 8 provides detailed information on its website related to SPOKES.

### **FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditures for RESA 7.

### **3.11 YouthReady**

The RESA 7 has implemented the YouthReady program, which is funded by the West Virginia through the federal *Workforce Investment Act of 1998*. YouthReady provides year-long services to economically disadvantaged, “at risk”, out-of-school youth (ages 14 through 21) who lack a high school diploma, or who have a high school diploma or GED, but are unemployed or underemployed. The program works to ensure they have the necessary skills and personal qualities to become productive adults. The program addresses client educational needs and job skills, and also supports the “whole child” including emotional, psychological, and physical needs. The primary out-of-school provider is the Human Resource Development Foundation, Inc. (HRDF).

While there are some slight differences between HRDF’s out-of-school youth programs, which include YouthReady and YouthBuild, according to the HRDF website, all are built around 10 key program elements required by the Workforce Investment Act:

1. Comprehensive guidance and counseling.
2. Tutoring and study skills instruction leading to the completion of secondary education.
3. Alternative secondary education services.
4. Summer employment opportunities.
5. Paid or unpaid work experience.
6. Occupational skill training.
7. Leadership development opportunities.
8. Supportive services.
9. Adult mentoring for not less than 12 months.
10. Follow-up services for not less than 12 months after program completion.

## **FINDING**

The RESA 7 website provides minimal information related to the YouthReady program, which serves 13 counties and utilizes mentoring and leadership development for youth who have dropped out of school. Each school site has a mentor, a counselor or teacher, and the program coordinates their efforts with the RESA 7 Youth Advocates.

The RESA 7 YouthReady program is in compliance with program requirements.

Interviews and a review of documents indicate that the YouthReady program is being implemented by RESA 7 in accordance to established guidelines and procedures. Applications are available at the schools, Upon completion, the applications are approved by the area WorkForce office.

## **RECOMMENDATION 3-6:**

**Place additional information on the RESA 7 website related to the YouthReady program, including entry into the program and services.**

## **FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditures for RESA 7.

### **3.12 Mountaineer Highland Cooperative**

The RESA 7 assists 17 counties with the Mountaineer Highland Food Purchasing Cooperative.

## **FINDING**

RESA 7 provides clerical assistance to the Mountaineer Highland Cooperative including maintaining meeting minutes, assisting with purchase orders, contacting various vendors, and providing other assistance as needed for the 17 county school districts.

The RESA does not receive compensation for staff time required to support the cooperative. RESA 7 staff estimate that 7.5 percent of a staff member's time is related to work for the cooperative. Staff services provided to the cooperative are also not charged to the 17 county districts. The cooperative does reimburse the RESA for copies and postage.

## **RECOMMENDATION 3-7:**

**Charge the Mountaineer Highland Cooperative for RESA 7 staff assistance to the cooperative.**

The Executive Director should meet with the Mountaineer Highland Cooperative superintendents and develop a reimbursement system for staff services provided to the cooperative.



## FISCAL IMPACT

By implementing this recommendation, RESA 7 should save \$3,888 annually, which is \$19,440 over five years.

RESA 7 would receive compensation for staff time and other related services provided to the Mountaineer Highland Cooperative. The Mountaineer Highland Cooperative Secretary is an employee of RESA 7 and spends an estimated 7.5 percent of her work time assisting the cooperative. The FY 2011-12 annual salary plus fringe benefits equals \$51,842 ( $\$51,842 \times .075\% = \$3,888$  which should be reimbursed by the Mountaineer Highland Cooperative to RESA 7).

RECOMMENDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Reimbursement for Services Provided to the Mountaineer Highland Cooperative	\$3,888	\$3,888	\$3,888	\$3,888	\$3,888

### 3.13 Special Education

The RESA 7 Department of Special Education provides leadership, professional development, technical assistance and direct services to assist 10,054 students with disabilities in the 12 county school districts in RESA 7. The 28-member staff includes occupational therapists, autism coordinators, job coaches, physical therapists, technology integration specialists, speech pathologists, academic coaches, school improvement specialists, a school psychologist, student intervention specialists, RTI specialists, parent educator resource specialists and school nurses. In addition, the department provides in-services, Medicaid assistance, and audiology services. Funding support comes from the local school districts, state, and federal sources.

## FINDING

The department of special education is well organized and follows an operational strategic plan. All employee evaluations are on file. Service agreements between RESA 7 and the county school districts are signed, dated, and on file for review.

Documents verified that the RESA specialists and district personnel worked with 10,054 special needs students in the region.

Both the RESA 7 staff and the WVDE jointly evaluate and assess the program on an ongoing basis.

Nine of the 12 special education directors met with the MGT consultants and agreed that the in-service, communication, pre-monitoring and general assistance, as well as the direct services provided by this department, were outstanding. They openly stated they could not do their job as well as they are able to without the assistance of RESA 7.



**COMMENDATION 3-F:**

**The RESA 7 Department of Special Education is an excellent example of a service being provided jointly by the West Virginia Department of Education and RESA 7; both entities evaluate and assess the program on an ongoing basis.**

**FINDING**

Through a partnership with the WVDE, the RESA 7 Special Education Department maintains a library of 325 assistive devices. The devices are coded and checked in and out of the library as needed. This is a very cost-effective way to accommodate special needs students. The devices are used to assist the hearing impaired, vision impaired, communication disorders, learning disabilities, occupational therapy, and physical therapy.

**COMMENDATION 3-G:**

**In partnership with the RESA 7 Special Education Department and the West Virginia Department of Education, RESA 7 has a library of 325 assistive devices, which is a very cost-effective way to accommodate special needs students, and an excellent example of a shared service model.**

**3.14 Audiology**

RESA 7 has a full service Audiology Program that includes a state-of-the-art hearing and testing clinic. Audiology services include hearing screening, comprehensive hearing evaluations, assistance with placement, staff training, and family counseling about the effects of hearing loss. In addition to providing recommendations for speech, reading, listening and hearing aid care, the staff assists with medical and community referrals and serves on the district multidisciplinary teams. Staff also provide education on noise pollution and evaluate noise levels in the educational environment.

**FINDING**

The RESA 7 Audiology Department screened 2,383 students, evaluated 164 students, and provided 6 professional development trainings in 2009-10.

The audiology services are in compliance with program requirements.

RESA staff and the nine county special education directors shared concerns about the current mandate requiring physicians to do the WVDE HealthCheck screening of vision, hearing, speech, and language, which includes the initial audiology screening for new students and students who enter a West Virginia school for the first time. While this state mandate is well meaning, it has unintended consequences:

- Some doctors do not conduct a thorough screening.
- In some cases, nurses and/or secretaries conduct the screening.

- In some cases, the parents have provided information in lieu of an actual audiology screening of the student.
- The WVEIS forms do not indicate whether the student passed or failed the screening, but only that the screening occurred.

Because of the inconsistency with physician screening, the school districts are requesting retesting by the RESA 7 staff in order to make sure students are tested correctly and identified problems are addressed. Special needs students are required to have documentation of the screening results and recommended interventions in their IEP.

#### **RECOMMENDATION 3-8:**

**Determine if the current approach to hearing, vision, speech, and language screening with the WVDE HealthCheck is meeting the needs of West Virginia students.**

#### **FISCAL IMPACT**

Implementing this recommendation will require some staff time, but will not require the expenditure of funds.

### **3.15 Medicaid**

RESA 7 coordinates and disseminates information among cooperating agencies including the WVDE, the WV Department of Health and Human Resources and UNISYS, the processing company for claims. RESA 7 also serves as the third-party billing agent for Medicaid eligible services.

Some of the services provided by RESA 7 include:

- Enrolling eligible county providers in the Medicaid program.
- Training providers, secretaries, and other professionals on the Medicaid billing process.
- Identifying Medicaid eligible children for each county and entering that child's Medicaid number onto the WVEIS system. These students must also be identified as special education students. Over 10,000 students have been examined to determine eligibility.
- Notifying the county when a child becomes ineligible so that billing for that child will cease, thus limiting the amount of denials.
- Translating and organizing service reports submitted by providers, entering them into the computer, and submitting the Medicaid claims electronically.

- Tracking submitted claims through three different reports to make sure the claim was accepted.
- Downloading and saving remittances of checks and denials on a weekly basis.
- Following up on payment and denials and rebilling any eligible denials.
- Notifying each county treasurer of the amount and date of any Medicaid reimbursement direct deposits.
- Preparing counties in the event of a Medicaid audit through bi-monthly visits to review Medicaid files and ensuring that the proper documentation is being maintained.
- Tracking provider billing and reporting results to county treasurers and county special education directors.
- Submitting monthly financial reports to the superintendents, regional council members, county treasurers, and county special education directors.
- Attending state Medicaid meetings and keeping current on Medicaid rules and regulations.
- Assisting counties and providers upon request.

## **FINDING**

The RESA 7 Medicaid billing cooperative is supported by the districts, which pay the RESA .015 percent of the total Medicaid dollars received by the districts. These dollars are used to support Medicaid cooperative personnel, travel, equipment and other direct expenses.

**Exhibit 3-3** shows the number of special education students in RESA 7 that receive Medicaid support.

**EXHIBIT 3-3**  
**RESA 7 NUMBER AND PERCENT OF SPECIAL EDUCATION STUDENTS**  
**RECEIVING MEDICAID SUPPORT IN 2010**  
**BY COUNTY SCHOOL DISTRICT**

COUNTY	# SPECIAL EDUCATION	# MEDICAID	PERCENT ON MEDICAID
Barbour	389	244	63
Doddridge	236	140	59
Gilmer	175	159	91
Harrison	2187	1,222	56
Lewis	469	291	62
Marion	1,209	646	53
Monongalia	2,110	841	40
Preston	960	500	52
Randolph	784	400	51
Taylor	382	224	59
Tucker	177	102	58
Upshur	637	391	61

Source: RESA 7, Business Department, 2011.

RESA 7 also provides full-service Medicaid claiming for Barbour, Doddridge, Marion, Monongalia, Preston and Tucker counties. The cost for the service is \$0.90 per enrolled student. **Exhibit 3-4** shows the financial impact of claiming reimbursements through the cooperative.

**EXHIBIT 3-4**  
**MEDICAID REIMBURSEMENT TOTALS**  
**FY 2006 THROUGH FY 2010**

COUNTY	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Barbour	\$147,663.54	\$381,900.92	\$448,610.57	\$433,669.81	\$448,636.24
Doddridge	\$196,918.34	\$146,028.23	\$147,366.45	\$153,319.89	\$158,877.62
Marion	\$906,692.50	\$1,258,620.58	\$904,379.34	\$895,498.83	\$1,473,542.01
Monongalia	\$990,608.99	\$1,478,243.58	\$1,053,050.25	\$1,141,457.91	\$1,383,933.83
Preston	\$742,353.82	\$822,8065.95	\$1,147,186.56	\$796,700.71	\$784,218.36
Tucker	\$125,322.93	\$149,354.35	\$169,821.96	\$172,159.42	\$189,584.42
<b>Total</b>	<b>\$3,109,560.22</b>	<b>\$4,236,954.61</b>	<b>\$3,870,415.13</b>	<b>\$3,592,806.57</b>	<b>\$4,438,792.48</b>

Source: RESA 7, Business Department, 2011.

By working through RESA 7, these six counties were able to increase Medicaid reimbursement from \$3,109,560.22 in FY 2005-06 to \$4,438,792.48 in FY 2009-10, an increase of \$1,329,232.26 (42%) over the five-year period. This Medicaid processing system was developed at RESA 7 using an Access database with Excel reports. The software allows RESA 7 to have an aggressive Medicaid claiming system that includes training, remittance, and billing.

**COMMENDATION 3-H:**

**By tightly managing the Medicaid Reimbursement at RESA 7, the counties are able to redirect local dollars to other important educational needs.**

**RECOMMENDATION 3-9:**

**Collaborate with the West Virginia Department of Education to determine if the county school districts receive the maximum Medicaid reimbursements for which they are eligible.**

**FISCAL IMPACT**

Any cost associated with implementing this recommendation will be offset by revenue generated by additional students covered through Medicaid.

**3.16 GEAR UP**

GEAR UP stands for **G**aining **E**arly **A**wareness and **R**eadiness for **U**ndergraduate Programs. The goals of the program are to:

- Demonstrate the importance of education in today's world.
- Encourage all middle and high school students to set high educational and career goals.
- Help students prepare for, enter, and succeed in college, or other post-secondary training.
- Provide parents with the information and resources they need to stay involved in their students' education and to help them lay out plans for the future.
- Provide teachers with the tools and training needed to raise both academic expectations and student achievement in the classroom.

**FINDING**

In 2009, the GEAR UP program served 6,552 students and their families in 22 high schools in 14 counties. Through conferences, tutoring, special events, and onsite visitations, the GEAR UP staff were able to meet the needs of eligible students. The program is funded through a federal grant that Fairmont State College received.

**COMMENDATION 3-I:**

**RESA 7, Fairmont State College, and the school districts have created an exceptional GEAR UP partnership.**

**3.17 Substitute Teacher Training**

In West Virginia, individuals with four-year college degrees who meet the eligibility requirements in accordance with WV State Policy 5202 are trained as substitute teachers through the RESA 7 Substitute Training Program. The substitute teacher program is funded through applicant registration fees.

**FINDING**

This program requires that substitutes complete a six-hour focused observation and log 10 hours of online course work before they begin substituting. Participants receive training in classroom management, content standards, lesson planning, instructional strategies, special education services, and policies and procedures. A final two-hour session is held to assess the individuals. A certification exam is administered which is used at a county board of education to apply for employment. In 2009 and 2010, a total of 300 substitutes were certified. The RESA 7 program is administered by the executive assistant, who keeps meticulous records, shows extraordinary flexibility while working with substitute teachers, and takes great pride in ensuring a quality substitute teacher program

**COMMENDATION 3-J:**

**The RESA 7 Substitute Teacher Training Program is well-run.**

**3.18 Workplace Education**

The Workplace Education program is a collaborative effort between RESA 7 and the state's Adult Education and Workforce Development Office. The goal of this program is to train West Virginia employees to become more effective in the West Virginia workforce.

**FINDING**

During the 2010-11 school year, the Workforce Education program served 15 businesses statewide in 10 counties and trained 786 employees. The training took place in hospitals, prisons, and private companies such as Coldwater Creek, Goodrich, and Tele-Tec. Staff presented at workplace programs in five of the seven Workforce Investment Board (WIB) regions in the state.

**COMMENDATION 3-K:**

**The Workplace Education program is an excellent example of an educational program partnering with public/private business and governmental entities to enhance the skills of the West Virginia workforce.**

**3.19 Energy Education**

RESA 7 has either contracted or hired energy education specialists in three counties. Their role is to:

- Implement policies for energy savings.
- Analyze data to determine savings.

- Audit buildings and recommend ways to reduce energy costs and boost efficiency.
- Educate the staff and public regarding the goals of the program.

## **FINDING**

According to reviewed documents, Barbour County schools saved \$250,937 and Harrison County schools saved \$493,038 in energy costs for FY 2011. In the case of Barbour County, the savings amounted to 28.27 percent of anticipated cost. **Exhibit 3-5** displays the savings in Barbour County.

**EXHIBIT 3-5  
BARBOUR COUNTY BOARD OF EDUCATION  
ENERGY PROGRAM SAVINGS 2010**

**BARBOUR COUNTY BOE**

Energy CAP

Cost Avoidance Program

**Energy Conservation Program**

June 2010

**Cumulative Cost Savings**

Expected Energy Costs	\$887,748
Actual Energy Cost	\$636,811
Program Savings	\$250,937
Savings Percent	28.27%

**Expected Energy Costs**

Amount you would have spent on energy without energy management program.

This is the base year usage adjusted for changes in weather, equipment, schedules, occupancy and prices

**Actual Energy Costs**

Actual utility costs for electricity, gas, water, sewer, etc obtained directly from bills.

**Program Savings**

The difference between Expected and Actual Costs, calculated in accordance with the International Performance Measurement & Verification Protocol. Does not include savings attributable to reduced equipment maintenance and replacement costs and other collateral benefits. These savings can increase the program savings up to 20%.

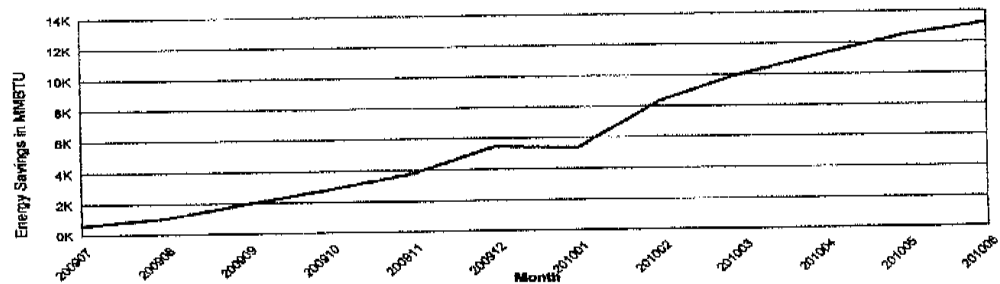
**Cumulative Greenhouse Gas Reduction**

Energy Reduction Impact: 13,239 MMBTU

1,578 equiv. metric tons of CO<sub>2</sub>

This is equivalent to the following:

Passenger cars not driven for one year:	283
Tree seedlings grown for 10 years:	40,352

**Cumulative Energy Savings**

All Energy Types

4/18/2011

Source: Barbour County Board of Education documents, 2011.



**RECOMMENDATION 3-10:**

**Extend a shared RESA service model across districts that do not currently participate in an Energy Education Program to realize significant cost savings.**

**FISCAL IMPACT**

Any expenditure associated with implementing this recommendation should be offset with significant energy cost savings for the county school districts.

**3.20 Tech Prep Consortium**

North Central West Virginia Tech Prep Consortium provides opportunities for students to receive dual credits in grades 9-11 while obtaining academic and technical workforce skills. The consortium is a collaborative effort through the West Virginia Community & Technical College System, Pier Pont Community & Technical College, 13 county secondary education systems, and the local business community. The Earn a Degree Graduate Early (EDGE) program allows students to earn college credits toward an associate degree.

**FINDING**

While over 4,000 EDGE credits were earned in 2009-10, only 125 students transferred credits to the community college and/or technical schools. The four-year higher education institutions do not accept EDGE credits at this time.

**RECOMMENDATION 3-11:**

**Work with higher education providers and the West Virginia Department of Education to allow transfer of EDGE credits to state universities.**

**FISCAL IMPACT**

Implementing the recommendation will require staff time but should result in no added expenditures for RESA 7.

**3.21 West Virginia SenseAbilities Project**

SenseAbilities is a grant funded by the U.S. Department of Education to the WVDE. Its purpose is to provide technical assistance and training to create appropriate educational opportunities for children who have combined hearing and vision loss (are deafblind), their families, teachers, and service providers. At this time, there are 130 children age birth to 21 identified in West Virginia as deafblind. This grant has been in existence since the 1980s and has grown its services to assist the children and their families.

## **FINDING**

SenseAbilities is a collaborative effort between RESA 7 and the WVDE. The funding comes from a federal grant from the U.S. Department of Education.

The director of the program is the retired special education coordinator from RESA 7. The position is voluntary and unpaid. RESA 7 has agreed to maintain an account and provide clerical support and conference coordination for the deafblind project at no cost.

According to WVDE information, the WV SenseAbilities grant does the following:

- Identifies children who have combined hearing and vision loss.
- Assists families in getting information relevant to their specific needs.
- Offers families opportunities to connect with others in similar situations through annual family weekends, phone contacts and other methods they may suggest.
- Provides individualized technical assistance to teams for students who have sensory loss to begin informal assessment of receptive and expressive communication strengths and needs. In addition, the teams identify areas needing support, give suggestions for modifications, accommodations, and training.
- Offers transition (early and adult) services on an individualized basis.
- Offers an annual three-day SenseAbilities Institute for teams working with students with deafblindness. Topic is selected through needs assessment.
- Provides BEST (Building Effective Student Teams) annual training for four teams selected through an application process. This provides for intensive team training and results in significant child change impact. Format includes four on-site and three group trainings annually.
- Facilitates participation in a four-state CVI (Cortical Visual Impairment) Project, which has nine WV representatives. Four mentors who have had seven years training and experience are working with five CVI partners. Coordinated with The Greater Kanawha Valley Foundation funding, this work brings CVI assessments, intervention, and assistive technology to over 70 children annually. Mentors and partners participate in annual conferences, on-going webinar training, reading and assignments.
- Offers topical workshops covering specific etiologies, intervention strategies, and other topics as requested in the annual needs assessment. Examples of workshops include:
  - *Cortical Visual Impairment – Current Trends and Research* by Dr. Christine Roman (PA)

- *Tips and Tools for Early Intervention* by Barbara Purvis from KS
- *COACH (Choosing Outcomes and Accommodations for Children)* by Dr. Chigee Cloninger (VT)
- *Communication Systems for Children with Significant Support Needs* by Dr. Theresa Rafalowski Welch (NY)
- *Early Communication Needs of Children with Significant Disabilities* by Philip Schweigart (NM)

**COMMENDATION 3-L:**

**SenseAbilities is a successful and important statewide program that would not be possible without the voluntary leadership from the project coordinator, RESA 7, and the collaboration between USDE, WVDE, and RESA 7.**

**RECOMMENDATION 3-12:**

**Seek opportunities for alternate funding for SenseAbilities deafblind services provided by RESA 7 without impacting funds available to recipients of the services.**

RESA 7 provides this service because it is the right thing for students. However, if possible, RESA 7 and WVDE should look for alternatives to fund the services being provided by RESA 7 without taking dollars from the recipients of the services.

**FISCAL IMPACT**

There is no fiscal impact to RESA 7 if funds are secured; otherwise, RESA 7 should seek reimbursement for actual expenses.

## ***4.0 RESA 7 SUPPORT SERVICES***

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## **4.0 RESA 7 SUPPORT SERVICES**

This chapter represents findings, commendations, and recommendations for the support services of Regional Education Service Agency 7 (RESA 7). The three major sections of this chapter are:

- 4.1 Business Services
- 4.2 Human Resources
- 4.3 Facilities

Recommendations and commendations are made in context of best practice and providing for the efficient use of limited financial resources. Commendations in this chapter include:

- Commendation 4-A** The RESA 7 Business Office has implemented an effective division of responsibilities that are in compliance with Generally Accepted Accounting Principles (GAAP) and Sarbanes Oxley requirements.
- Commendation 4-B** All RESA 7 employees receive an annual summative evaluation and each employee has an updated job description.
- Commendation 4-C** The RESA 7 building is clean and has effective minor maintenance systems.

Recommendations in this chapter include:

- Recommendation 4-1** Develop a comprehensive financial operations manual specific to RESA 7.
- Recommendation 4-2** Establish a fixed amount for RESA 7 and Harrison County Schools fiscal services, with approval from their respective governing boards.
- Recommendation 4-3** Account for RESA 7 and Harrison County Schools interest income separately.
- Recommendation 4-4** Change State Board of Education Policy §126-72-4 section 4.2 to allow RESA 7 to serve as its own fiscal agent.
- Recommendation 4-5** Expand the employee performance evaluation to include a formative section.
- Recommendation 4-6** Develop and implement an anonymous, online employee morale/climate feedback instrument.
- Recommendation 4-7** Perform necessary maintenance and repairs on the RESA 7 facility.
- Recommendation 4-8** Provide safety training for RESA 7 staff members working in a facility that has encapsulated asbestos and (possibly) encapsulated lead paint.

#### **4.1 Business Services**

The RESA 7 Business Office provides finance and business functions for the RESA. The business office works in tandem with the Harrison County Schools (HCS) Business Department, which serves as the fiscal agent for RESA 7. Interviews and document reviews indicate that the HCS Business Department prints checks, manages bank reconciliations, coordinates benefit enrollment (health insurance, dental/vision, retirement, etc.), files appropriate documentation for vendor payments (e.g., invoices), and works with external auditors (in conjunction with RESA staff). Fiscal agent services for RESAs are defined by the State Board of Education.

#### **FINDING**

RESA 7 has a three-person business office and a consistent method for separation of duties. Interviews and document reviews indicate that RESA 7 has implemented an effective division of responsibilities that are in compliance with GAAP and Sarbanes Oxley requirements. The office has a certified public accountant serving as the director of finance. The remaining full-time staff members serve in clerical positions (payroll coordinator and accounts payable coordinator). Interviews indicate that the current staff would be able to effectively provide all fiscal responsibilities for RESA 7. Business office staff would require some additional training on the West Virginia Education Information System (WVEIS), which is provided by other RESA 7 staff members who have their offices close to the business office. WVEIS training should be at no cost and just-in-time for the business office staff.

The RESA 7 Business Office has not developed a Financial Operations Manual, but rather has developed several procedures and memos for staff to follow. Interviews and document reviews indicate that the procedures and memos are effective, though not easily accessible. Consolidation of the procedures and memos into a Financial Operations Manual should provide a clear definition of the RESA 7's financial operations processes and procedures.

Global business and finance operations are defined by West Virginia Statute and State Board policies and rules. The Financial Operations Manual should allow RESA 7 to localize their procedures and processes.

RESA finances and fiscal agent services for RESAs are determined by the State Board of Education, as shown in **Exhibit 4-1**.

**EXHIBIT 4-1**  
**WEST VIRGINIA STATE BOARD OF EDUCATION §126-72-4. FINANCES**

**§126-72-4. Finances.** 4.1. The Board of Directors of each RESA shall adopt an annual basic operating budget for the next fiscal year at a meeting held no later than April to be approved by the State Board.

4.2. The RESA Board of Directors may select as its fiscal agent one of the county boards of education comprising the RESA. The county board so selected shall receive and disburse funds in accordance with policies adopted by the Board of Directors and the State Board. A county board of education serving as a RESA fiscal agent may not initiate and must include:

- (1) an overall evaluation of the RESA's services/programs;
- (2) suggestions on methods to improve the utilization of existing services/programs;
- (3) Directors. Control is vested in the Board of Directors. However, the county board of education may reject an action of the Board of Directors on a legal basis. Each RESA shall make provisions for annual audits of its fiscal operations in accordance with that required of county boards of education.

4.3. A special account will be established for RESA funds by any county acting as a fiscal agent. Monthly financial reports shall be made to the Board of Directors and to the State Board.

4.4. In the event a RESA is dissolved or discontinued, any property, furniture, equipment, supplies will be divided equitably among the member counties.

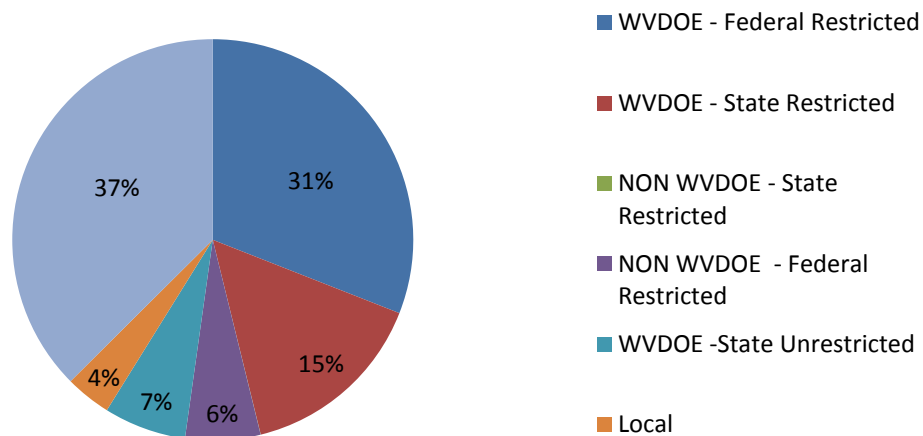
Source: West Virginia State Board of Education Policies/Rules, 2011.

**Exhibit 4-2** lists the RESA 7 budget by major category and displays that information in a graphic.

**EXHIBIT 4-2  
RESA 7 FINANCES BY MAJOR CATEGORY**

<b>SOURCE</b>	<b>PERCENTAGE</b>	<b>AMOUNT</b>
WVDOE Federal Restricted	31%	\$2,856,635.29
WVDOE State Restricted	15%	\$1,402,269.39
Non WVDOE -State Restricted	0%	\$1,000.00
Non WVDOE - Federal Restricted	6%	\$558,513.78
WVDOE - State Unrestricted *State Basic Funding	7%	\$612,416.00
Local	4%	\$340,589.38
Intermediate *County LEA Contractual Dollars	37%	\$3,456,277.97
<b>TOTAL</b>		<b>\$9,227,702.81</b>

**Revenue by Source**



Source: RESA 7 Business Office (Total agrees with Audited Financial Statement), 2011.

**COMMENDATION 4-A:**

The RESA 7 Business Office has implemented an effective division of responsibilities that are in compliance with Generally Accepted Accounting Principles (GAAP) and Sarbanes Oxley requirements.

**RECOMMENDATION 4-1:**

Develop a comprehensive financial operations manual specific to RESA 7.



## **FINDING**

RESA 7 has an agreement with Harrison County Schools (HCS) to serve as fiscal agent for the RESA. HCS provides services in return for the interest generated from RESA 7 funds. Neither business office official was able to determine the amount of interest collected each year as a payment. It appears that the interest is collected jointly for the HCS and RESA 7 accounts. Interest is not accounted for separately for the two entities.

The RESA 7 Director of Finance was able to calculate what appears to be a very close estimate for FY 2010-11. The director was able to utilize the Fund 14, 64, and 74 monthly balances and, using an interest calculator, determined the monthly average interest earning balance would have been \$755,961. The interest calculator equated this to an annual interest of \$7,600.

## **RECOMMENDATION 4-2:**

**Establish a fixed amount for RESA 7 and Harrison County Schools fiscal services, with approval from their respective governing boards.**

The RESA 7 Executive Director and HCS Superintendent should establish a fixed amount for fiscal services with approval from their respective governing boards. The current system is not easily quantifiable and appears to be a working in the favor of the RESA. However, in past periods of high interest on invested funds, the county may have benefited and not the RESA. A negotiated fee appears to be the fairest method for the fiscal agent services.

## **FISCAL IMPACT**

The fee structure for fiscal agent services may increase initially, but would be better defined for both the RESA and HCS.

## **RECOMMENDATION 4-3:**

**Account for RESA 7 and Harrison County Schools interest income separately.**

The RESA 7 Executive Director and Director of Finance should work with HCS to have interest income accounted for separately; perhaps through separate bank accounts.

HCS and RESA 7 should have budget information that includes the interest earned on their funds. Consolidation of the interest has not been listed as an audit finding by the external auditors. Separate accounting would be a best practice for both HCS and RESA 7.

## **FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditures for RESA 7.

## FINDING

The RESAs may not serve as their own fiscal agents.

State Board of Education policy §126-72-4 4.2 states, “The RESA Board of Directors may select as its fiscal agent one of the county boards of education comprising the RESA.” Interviews and document reviews indicate that the word “may” in the section is actually interpreted as “shall”. Interviews and document reviews indicate that the RESAs do not have the option of serving as their own fiscal agents. RESA 7 has the capacity to be its own fiscal agent and, by doing so, should reduce the duplication of services between the RESA and HCS. Interviews also indicated that coordination with a separate fiscal agent is not always the most efficient model for RESA 7 or HCS. Interviews indicate that the current RESA 7 staff should be able to assume financial agent responsibilities without the need for additional personnel.

## RECOMMENDATION 4-4:

**Change State Board of Education Policy §126-72-4 section 4.2 to allow RESA 7 to serve as its own fiscal agent.**

The State Board of Education should change the policy to allow RESA 7 to serve as its own fiscal agent. Smaller RESAs may not have sufficient accounting staff to operate as their own fiscal agent.

While **Recommendation 4-4** may appear to be in conflict with **Recommendation 4-3**, the latter is an immediate short-term solution and the former represents a long-term solution for RESA 7. In addition, the fact that **Recommendation 4-3** is necessary points to the type of significant issues resulting from the current policy.

## FISCAL IMPACT

The immediate savings for RESA 7 by implementing this recommendation is \$7,600 annually (the separated interest amount), with a five-year savings of \$38,000. RESA 7 should realize greater savings in cost avoidance, as time spent by RESA staff traveling to HCS will be eliminated. In addition, efficiency should increase for the RESA 7 staff by not having to coordinate payroll and payments through the fiscal agent.

RECOMMENDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Allow RESA 7 to be Its Own Fiscal Agent	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600

## 4.2 Human Resources

The human resources department of an organization is responsible for the entire workforce from the time an applicant expresses interest in a job vacancy until an employee’s retirement. Typically, a human resources department manages compensation and benefits, workplace safety, employee relations, employment and human resources development. The RESA 7 Human Resources department is a part of

the business office. The director of finance serves as the RESA 7 Human Resources Director.

## **FINDING**

RESA 7 does not utilize a formative and summative employee evaluation process.

Interviews and document reviews indicate that job descriptions support annual summative evaluations. The evaluation document is generic and not customized to the individual employee job descriptions. Interviews and document reviews indicated that all employees have job descriptions and receive an annual summative work-performance evaluation.

Formative conferences are informal and not required with the RESA 7 evaluation model.

Nationally, many education service agencies and school districts have implemented a formative and summative evaluation process. The purpose of the formative evaluation is to allow employees and their supervisors to work in a non-threatening environment to determine specific employee goals and areas for improvement. The annual summative process is utilized as a measurement of the employee's progress on the goals/areas for improvement and on work performance on other job related duties. The use of a formative and summative employee evaluation process is considered to be a human resources best practice.

Education Service Center Region 12 (ESC 12), in Texas, utilizes a formative and summative process for employee evaluation. The evaluation document includes consistent evaluation items for all staff, and evaluation items customized to an individual employee's job description. Supervisors meet with their staff members twice a year, at a minimum, to discuss the employee's progress on their work. These formative conferences are required and are a major component of the ESC 12 employee evaluation process. Supervisors also meet in March each year with the Executive Director to discuss each employee and the quality of his/her work for the ESC. Annual summative conferences are conducted in June each year for all employees.

**Exhibit 4-3** displays ESC 12's 2011 employee performance evaluation form.

**EXHIBIT 4-3  
EDUCATION SERVICE CENTER REGION 12  
EMPLOYEE PERFORMANCE EVALUATION FORM**




**Performance Evaluation**

<b>Name</b> _____	<b>Department</b> _____	<b>Year</b> _____
<b>Job Title</b> _____	<b>Reports to</b> _____	
Please respond to each statement by placing an "X" beside the appropriate number. Include comments (optional) in space below the ratings.    1 = <i>Unsatisfactory</i> 2 = <i>Needs Improvement</i> 3 = <i>Proficient</i> 4 = <i>Exceeds Expectations</i>		
<b>Performance Standards – Level 1</b>		
<b>Formative Review</b>		<b>Summative Review</b>
Yes <input type="checkbox"/> No <input type="checkbox"/>	1. Observes supervisor-approved work hours	Yes <input type="checkbox"/> No <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	2. Adheres to the policies and procedures of the ESC	Yes <input type="checkbox"/> No <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	3. Meets project/work deadlines established by supervisor	Yes <input type="checkbox"/> No <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	4. Maintains accurate and up-to-date records in area of responsibility and submits them in a timely manner, including the electronic calendar and time and effort reporting	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Performance Standards – Level 2</b>		
<b>Formative Review</b>		<b>Summative Review</b>
Yes <input type="checkbox"/> No <input type="checkbox"/>	1. Supports and promotes Mission, Vision, Core Values, Quality Policy, BHAG, and Strategic Priorities.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	2. Focuses on customer ( <i>external and internal</i> ) and uses appropriate processes and strategies to be informed of customer needs and requests including analysis of appropriate data.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	3. Participates in synergistic relationships between and among all departments to facilitate improvement	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	4. Supports and promotes Quality Management System and Continuous Improvement	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
<b>Employee Job Description/Major Responsibilities</b>		
<b>Formative Review</b>		<b>Summative Review</b>
Yes <input type="checkbox"/> No <input type="checkbox"/>	1. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	2. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	3. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	4. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	5. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	6. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	7. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
Yes <input type="checkbox"/> No <input type="checkbox"/>	8. _____	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
<b>Comments:</b> _____    		

ESC 12/Performance Evaluation/August 2011/HR Cert/Rev 7

**EXHIBIT 4-3 (Continued)**  
**EDUCATION SERVICE CENTER REGION 12**  
**EMPLOYEE PERFORMANCE EVALUATION FORM**

		<b>Performance Evaluation</b>	
<b>Continuous Improvement Target (CIT)</b>			
Using the SMART Goal format, identify your Continuous Improvement Target (CIT).			
<b>SP #:</b> <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<i>Strategic Priority #1: Student Performance</i> <i>Strategic Priority #2: Effectiveness &amp; Economy</i>	<i>Strategic Priority #3: Statewide and Regional Initiatives</i> <i>Strategic Priority #4: Communication</i>	
<b>Formative Review</b>	<b>CIT:</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px;"></span>	<b>Summative Review</b>	
Yes <input type="checkbox"/> No <input type="checkbox"/>		1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	
<b>Summative evidence that target has been met, or progress toward goal.</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px;"></span>			
<b>Formative Review</b>			
<b>Signatures for Formative Review(s)</b> I have reviewed this document and discussed the contents with my supervisor.			
Employee's Signature _____		Print Name _____ Conference Date _____	
Supervisor's Signature _____		Print Name _____ Conference Date _____	
<b>Summative Review</b>			
<b>Please have the employee respond to the following statement in writing:</b> List/describe one thing of which you are particularly proud for the past year.			
<b>Signatures for Summative Review</b> I have reviewed this document and discussed the contents with my supervisor.			
Employee's Signature _____		_____ Conference Date _____	
Supervisor's Signature _____		_____ Conference Date _____	
<b>Recommendation</b>			
I recommend _____ for consideration in the ESC 12 Share the Success Merit Pay System.			
Supervisor's Signature _____		_____ Approval Date _____	

ESC 12/Performance Evaluation/August 2011/HR Cert/Rev 7

Source: Education Service Center Region 12, 2011.

**COMMENDATION 4- B:**

**All RESA 7 employees receive an annual summative evaluation and each employee has an updated job description.**

**RECOMMENDATION 4-5:**

**Expand the employee performance evaluation to include a formative section.**

The RESA 7 Human Resources department should develop and implement a formative and summative employee evaluation process. The evaluation documents should be consistent in format and content as to responsibilities required of all employees. Other sections of the evaluation documents should be differentiated and match with each employee's specific job description.

**FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditures for RESA 7.

**FINDING**

RESA 7 does not collect data related to employee morale and the overall RESA 7 climate.

Interviews and document reviews indicate that RESA 7 does not have a formal system in place to collect and review employee morale/climate data. Nationally, many education service agencies and school districts collect anonymous employee morale/climate feedback data. The survey documents are either developed internally or purchased from vendors that specialize in collection of this data.

The Middle States Association Standards for Accreditation of Service Agencies includes in their accreditation document the requirement that employee morale survey data be collected and utilized by their education service agencies.

**Exhibit 4-4** discusses the "Human Resources Evolution: Getting Engagement & Loyalty" data reported by Sherrie Mersdorf with the Cvent Company. This extract provides a good discussion of what an institution may expect to gain by conducting and acting on climate surveys (engagement, loyalty, credible insight) and what the institution may expect to lose by not conducting surveys (high turnover, staff dissatisfaction, miscommunication).

#### EXHIBIT 4-4

### HUMAN RESOURCES EVOLUTION: GETTING ENGAGEMENT & LOYALTY

According to a recent LinkedIn poll, **44% of respondents said the top priority for their HR department over the next 12 months is employee engagement and loyalty.** In my opinion, this is a pretty big deal—and quite the mentality shift! I’m encouraged by these poll results. But it certainly leads to the question of how: *How are they investing in these initiatives? How are they going to measure engagement and loyalty? How are they going to get buy in from the C-suite? How are they going to get employee buy in?*

There can be many reasons an organization wants to adopt some kind of employee engagement program, and I believe employee experience management is the next phase in the evolution of customer experience management. If you’re considering measuring employee engagement because you believe you have a negative workplace (there are plenty of studies out there indicating a trend of a dissatisfied workforce who are no longer willing to recommend former employers), you need to first **ask yourself if employees are going to be honest with you** if you ask them. In 2009, many companies cut their workforce in half. A lot of those jobs haven’t come back. In some case, employees still feel trapped in their current jobs because hiring still is slow to pick up. With this in mind, it should be no surprise **it can seem like a trap to employees when their employer is suddenly interested in how they feel about the organization.**

When you’re just getting started with an employee feedback program aimed at measuring engagement, satisfaction or loyalty, be aware of some of this hesitation. In the beginning you may need be focusing in building trust. There are several ways you can do this, but the most important thing in this first stage is ensuring all feedback is kept **anonymous**. The worst thing you could do is try to trace feedback back to a particular person. If you single out an employee, not only is that going to impact the likelihood that particular employee is going to given honest feedback in the future, but employees talk to each other. It won’t be very long before everyone else in the department, and the entire office, knows you’re tracking who says what. **Once word gets out, it’s hard to come back and prove you mean well.**

So how do you start to build trust? You can always start with an anonymous online survey. Keep it short and easy to answer. If you’re worried employees will still have concerns, a third party can offer a turn key approach that will only give you access to aggravated data.

Once you have feedback from employees, **you need to share the results.** This is critical to the success of your employee feedback program. Present the aggregated findings to employees **and present a plan** for how you’re going to deal with issues. Dismissing the feedback – particularly if it’s negative – will only serve to cause motivation to plummet because **it sends the message that management doesn’t care.**

With each round of feedback, you’ll likely get more actionable insights as employees see you really are listening to them. With that, motivation and engagement will increase, while you should also see a reduction in employee churn.

## EXHIBIT 4-4 (Continued)

### HUMAN RESOURCES EVOLUTION: GETTING ENGAGEMENT & LOYALTY

With that said, remember **engagement and motivation is a two way street**. While I believe a lot of the burden falls on the employer to take the first step, **employees need to be open to being involved in the process**. Some employees will jump at the opportunity to give feedback because they understand it will make their lives better, but some employees will be skeptical. That's okay in the beginning. If you are serious about listening to employee feedback, the skeptics will come around when they start seeing changes.

Remember, employees are often motivated by different things. It's critical to **know what's important to your workforce and to emphasize these benefits**, it's not always about compensation and 401k plans. Successful HR professionals work with their senior management to foster an environment of excellence for their colleagues by collecting feedback regularly. It's the best way to ensure you're focusing on the things that motivate employees to continue contributing their knowledge and experience to your organizational goals.

Source: Cvent web article by Sherrie Mersdorf, 2011.

#### RECOMMENDATION 4-6:

**Develop and implement an anonymous, online employee morale/climate feedback instrument.**

RESA 7 should develop and implement an anonymous online employee morale/climate feedback instrument to be utilized with staff.

The survey should be conducted in the spring each year to assess staff morale and the work climate. The survey instrument should be developed by a RESA 7 cross-sectional committee, including management, exempt, and hourly staff members. RESA should investigate using free software (such as SurveyMonkey™) to implement the staff morale/climate survey and collect data. Results should be shared with the entire staff. The executive director should also inform staff about how survey data will be utilized as an improvement tool for the RESA. Periodic updates should be provided on progress related to the survey findings during the RESA 7 monthly staff meetings.

#### FISCAL IMPACT

Implementing this recommendation should result in no additional expenditures for RESA 7.

#### 4.3 Facilities

The West Virginia RESAs lease their facilities. Historically, funding for the purchase of RESA facilities has not been allocated by the state. The lease arrangement appears to be working well for RESA 7.



**FINDING**

The RESA 7 office is located in a 101-year old elementary school leased from HCS. The original building was constructed in 1910 and an addition was added in the 1940s. The oldest portion of the facility is a three-story building including the basement. A review of the lease indicates that RESA 7 pays one dollar per year and that the majority of maintenance is the responsibility of RESA 7. The facility encompasses 16,632 gross square feet.

While the building is very old, it appears to be clean and minor maintenance systems are in place. The RESA 7 facility has one custodian/maintenance staff member, occasionally contracting with a part-time former custodian to assist with heavy cleaning. Interviews and observations during the facility review indicate that the building is clean, paint is fairly new, and the building appears to be structurally sound. The RESA 7 facility is well-cared for by the custodian/maintenance staff member.

**COMMENDATION 4-C:**

**The RESA 7 building is clean and has effective minor maintenance systems.**

**FINDING**

The RESA 7 facility has several significant maintenance issues which include:

- The boiler system is original to the 1940s addition and has major deficiencies.
- Bollards are not in place to protect the primary gas meter for the building. Parking in this area results in a safety issue for the facility.
- The brick front entrance needs to be repaired. Water is penetrating the building from the loss of mortar in this area.
- The asphalt sidewalk on the cafeteria side of the building is failing. This problem is compounded by the neighbor's property sloping toward the RESA 7 facility. The outside block has water and mold marks which indicate that water stands in this area and may be penetrating the crawl space below the cafeteria (note: The cafeteria area has a pier and beam construction).
- Heating and air conditioning (HVAC) is not adequate in the Audiology office/testing area.
- The facility does not have adequate parking and the green space in the back of the building needs to be paved to add additional parking.

**Exhibit 4-5** lists the RESA 7 maintenance issues in priority order after discussions with the executive director and custodian/maintenance staff. The items listed need to be inspected by trained licensed inspectors/contractors to determine the actual priority order of repairs/replacement and best solution(s) to address the issues.

**EXHIBIT 4-5  
INITIAL PRIORITY LISTING OF RESA 7 MAINTENANCE ITEMS**

<b>INITIAL PRIORITY</b>	<b>MAINTENANCE ITEM</b>	<b>RECOMMENDATION</b>
1	Boiler Room - ongoing maintenance problem	The boiler should be inspected by a licensed HVAC inspector/ contractor to determine if the unit should be replaced or repaired.
2	Bollards by Gas meter	Bollards should be installed to protect the front entrance gas meter from automobile parking area.
3	Front entrance mortar loss and water penetration	The front entrance should be inspected by a trained licensed inspector/contractor and mortar replaced where missing. Water penetration in the front of the building should be eliminated.
4	Cafeteria side - sidewalk and ground grade	The sidewalk by the side of the cafeteria should be repaired and the slope reworked to move water away from the building. A trained licensed inspector/contractor should review the area to determine the best solution to rework the drainage on this side of the building.
5	HVAC needed Audiology area	The Audiology office/testing area should be inspected to determine the best method to increase the heating and air conditioning in this space
6	Additional Parking	Parking should be added in the rear of the facility

Source: MGT of America, Inc., 2011.

**RECOMMENDATION 4-7:**

**Perform necessary maintenance and repairs on the RESA 7 facility.**

**FISCAL IMPACT**

Implementing this recommendation will incur expenditures. Trained, licensed inspectors/contractors should be utilized to assist in determining the possible expense and solution for each of the items listed in the exhibit. The priority of the maintenance will need to be determined by the item's criticality and by the RESA 7 budget (fiscal resources). An estimated cost cannot be determined at this time.

**FINDING**

Interviews and a facility walk-thru indicate that the RESA building has encapsulated asbestos in the mechanic rooms and floor tiles.

Asbestos warning signs are in place in the mechanical rooms. Interviews with the RESA 7 custodian/maintenance staff member and one of the HCS Maintenance Directors indicate that the paint has not been tested for lead. Both indicated that all painted surfaces in the building have been repainted recently and, if the building has lead paint, it would be encapsulated. The walk-thru observations did verify that the building appears to have newer paint throughout the facility.

**RECOMMENDATION 4-8:**

**Provide safety training for RESA 7 staff members working in a facility that has encapsulated asbestos and (possibly) encapsulated lead paint.**

RESA 7 staff members should receive annual professional development training related to working in a facility that has encapsulated asbestos and possible encapsulated lead paint.

Training should focus on preventing staff from modifying the building in such a way that the asbestos and possible lead paint become exposed. The professional development scope and date of training should be documented and kept on file by the RESA 7 Executive Director. New hires should also receive this professional development as a part of new employee orientation.

## ***5.0 RESA 7 TECHNOLOGY SERVICES***

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## **5.0 RESA 7 TECHNOLOGY SERVICES**

This chapter presents findings, commendations, and recommendations for the overall technology services in Regional Education Service Agency 7 (RESA 7). The major sections of this chapter are:

- 5.1 West Virginia Education Information System (WVEIS)
- 5.2 Computer Repair
- 5.3 Technology Integration
- 5.4 E-Rate
- 5.5 Video Conferencing and Online Learning

Commendations and recommendations are made in context of best practice and providing for the efficient use of limited financial resources. The commendations in this chapter include:

- Commendation 5-A** RESA 7 provides quality technology training and support to the districts and schools for the WVEIS and other instructional and administrative systems.
- Commendation 5-B** The dress code established for computer repair department employees creates a positive work environment and allows for easy identification when working in school buildings.
- Commendation 5-C** RESA 7 is effectively delivering a diverse professional development training program on technology-related products and services.

The recommendations in this chapter include:

- Recommendation 5-1** Continue to upgrade and expand the WVEIS system, including bandwidth, to meet state, regional, district, and school needs.
- Recommendation 5-2** Evaluate the cost-effectiveness of the WVDE requirement that technology purchases using state funds must be purchased off the state contract, and research alternatives.
- Recommendation 5-3** Rename the computer repair department to information technology support services or similar that better reflects the department's work.
- Recommendation 5-4** Implement an integrated application for work orders, inventory, billing, and reporting.
- Recommendation 5-5** Develop training requirements and a training budget, including possible in-service training, to develop the skills of the computer repair technicians.
- Recommendation 5-6** Each RESA needs to work with the WVDE and USAC to determine e-Rate funding eligibility for their particular RESA and apply for those funds accordingly.

**Recommendation 5-7** Collaborate with WVDE to effectively use the Polycom conferencing system and to support the West Virginia Virtual School.

### **5.1 West Virginia Education Information System (WVEIS)**

Under West Virginia code §18-2-8B, WVEIS was implemented to centralize data processing for school districts throughout the state under the direction of the West Virginia Department of Education (WVDE). Technical and software support is provided by WVEIS staff at each RESA to the county school systems in their region.

RESA responsibilities include:

- Set up user IDs and specialized menus for county and school personnel.
- Provide training to users on proper use of software and hardware.
- Oversee wide-area networks, maintain routers, and report circuit problems.
- Attend all WVEIS related meetings and conferences.
- Supply on-line and telephone support to end users for hardware and software-related issues.
- Receive and upload bank reconciliation files for county financial records each month.
- Send county employee retirement contribution information to investment firms on a weekly basis.
- Assist counties in design and preparation of laser-printed forms, such as checks, report cards, and W2s.
- Query data files to create and supply specialized reports.
- Work closely with WVDE staff to provide efficient hardware and software utilization.

### **FINDING**

WVDE and the RESAs continue to make improvements and upgrades to the WVEIS system. During the past year, WVEIS has more than doubled the processing power and memory on servers in order to improve the quality of the WVEIS experience. In addition, disk/storage capacity has been expanded for expected growth. As students and teachers increase utilization of the WVEIS system, WVDE and the RESAs, along with county school districts, will need to continue to upgrade the capacity of the WVEIS system.

Extensive in-service opportunities are provided to support the WVEIS system in the areas of financial services, student information services, and human resources. From May 2010 to May 2011, WVEIS staff held 33 workshops for 285 participants. All pertinent state and RESA technology policies were in place and included disaster recovery, safe and acceptable use of the Internet by students and educators, donation guidelines for technology hardware and software, and the Family Educational Rights and Privacy Act (FERPA).

Departmental reports were on file and submitted monthly to the RESA 7 Regional Council.

While attending a WVEIS in-service training session for new school district personnel at RESA 7, a MGT consultant witnessed lack of bandwidth capacity to meet the needs of the training session. The resulting interruption delayed the training session until the connection could be reestablished.

When interviewing special education directors from the county school districts it was noted that some districts and schools were still using copper Internet connections, the lowest bandwidth available. This lack of bandwidth results in limited access for students and staff in some schools in the region.

#### **COMMENDATION 5-A:**

**RESA 7 provides quality technology training and support to the districts and schools for the WVEIS and other instructional and administrative systems.**

#### **RECOMMENDATION 5-1:**

**Continue to upgrade and expand the WVEIS system, including bandwidth, to meet state, regional, district, and school needs.**

The state, RESAs, and local districts need to continue to work together to provide the necessary amount of bandwidth so that all students, regardless of which school they attend, will have equal access to technology.

#### **FISCAL IMPACT**

WVDE Instructional Technology and RESA 7 need to work together to determine the fiscal impact of implementing the recommendation.

### **5.2 Computer Repair**

The purpose of the RESA 7 Computer Repair department is to provide technical support to the districts and schools throughout the region. Services are available using a cadre of trained technicians who deliver onsite repair and maintenance for computers, peripheral devices, networks, and telecommunications. In addition, RESA 7 supports statewide technology efforts in Basic Skills, WVEIS, SUCCESS, K-12 wide-area communications network, and telecommunications.

The RESA 7 Computer Repair department is funded through a state grant. Nineteen full-time technicians serve all 12 school districts. This past year, the staff provided 22,451 on-site computer and peripheral equipment repairs, assisted with networking services, including fiber installation, repair and network evaluation. The department assisted local schools with evaluation of older equipment and systems to help determine the cost effectiveness of replacement versus repair. They also assist with identifying cost effective options and potential vendors.

Since this program is funded by the state, the only cost to the schools is payment for replacement parts and a \$5 service fee to offset travel costs each time a technician goes to a school site.

## **FINDING**

The RESA 7 Computer Repair department provides strong support of district and school information systems needs, including hardware upgrades, repairs, and replacement, and software and application upgrades, installations, and implementation.

The department works with the county school systems to upgrade and replace all technology equipment used within the K-12 network, including servers, computers, printers, switches, routers, and peripherals needed to maintain the local or wide-area networks.

New point-of-sale (lunch line) computers were installed for centralized billing at various sites throughout RESA 7. These installations included mapping network drives and connecting the computers to the domain. In addition, touch-screen monitors were added at each location.

School servers have been updated by RESA 7 technicians with the latest student software, including, but not limited to, TechSteps, Acuity, Odyssey, Compass, and Micro Type 5. Each student computer was added to the server domain to give students access to the software being utilized by the classroom teacher.

Network drops were installed and certified, and permissions to the servers were updated and maintained. Open wireless access points were secured with passwords. Data circuits, including T1s, D3s and multi-links, were ordered and installed by the RESA 7 router specialists. Maintenance and trouble-shooting routers and data circuits are on-going tasks for RESA 7 staff.

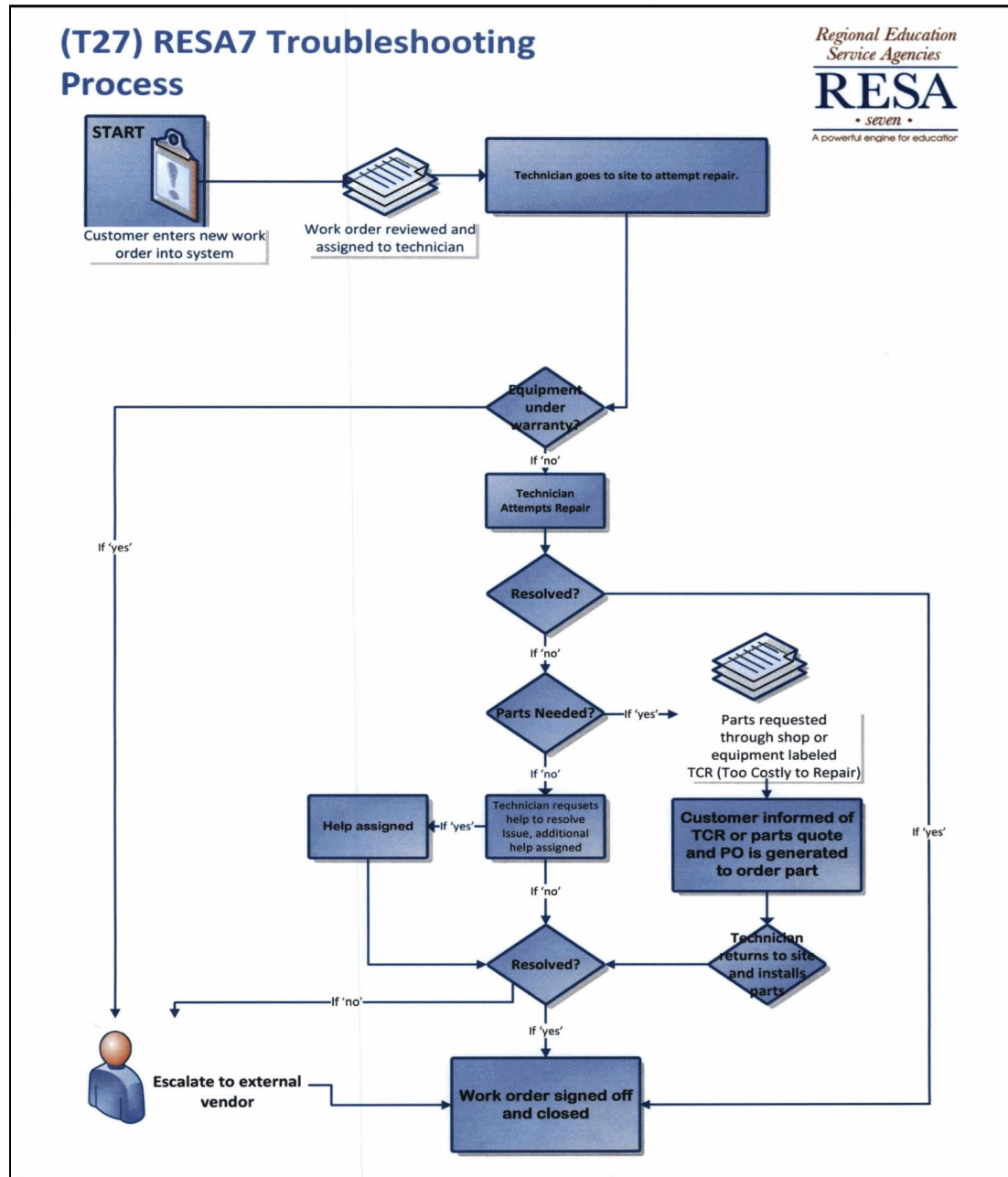
Whiteboard and other instructional technology and audio-visual equipment require constant maintenance by the computer repair department to ensure that classroom teachers have access to the necessary technology tools for 21<sup>st</sup> century teaching.

Administrative software, such as the financial and human resources functional components of WVEIS, is an integral part of the day-to-day operation of a school. The RESA 7 Computer Repair staff, along with WVEIS staff, work to ensure that all schools have total access to the programs and procedures needed for the statewide data system.



The RESA staff has a documented work order process used for troubleshooting, as shown in **Exhibit 5-1**.

**EXHIBIT 5-1**  
**RESA 7 COMPUTER TROUBLESHOOTING PROCESS**



Source: RESA 7, Technology Department, 2011.

## **FINDING**

The computer repair department has implemented a dress code so that technicians operate as a team and are easily recognizable when they are working within the 150 school facilities throughout the region. The use of uniforms allows the technicians to be identified by school personnel who recognize the job they are there to perform.

## **COMMENDATION 5-B:**

**The dress code established for computer repair employees creates a positive work environment and allows for easy identification when working in school buildings.**

## **FINDING**

While analyzing the technology purchasing process, it was noted that RESAs and county offices are duplicating purchasing efforts and are not leveraging cost-effective group purchasing opportunities. The WVDE requires all state grant technology purchases to be placed through the state contracts.

Now that purchasing can be done online, it may be more cost effective to use a shared service model where purchasing can be done through one RESA and the revenues shared statewide among all RESAs.

This type of collaborative model is very successful in the following states:

- Colorado BOCES Association
- Iowa Education Consortium
- Minnesota Service Cooperatives
- Nebraska ESU Cooperative Purchasing

## **RECOMMENDATION 5-2:**

**Evaluate the cost-effectiveness of the WVDE requirement that technology purchases using state funds must be purchased off the state contract, and research alternatives.**

The state contract should be used as a benchmark, allowing the RESAs and county offices to purchase off of the state contract or, if they can find better pricing outside the state contract, to purchase from other sources. Technology contracts should be approved by WVDE to ensure they are consistent with WVDE technology requirements.

## **FISCAL IMPACT**

Implementing this recommendation would mean a change in WVDE requirements that may result in savings for RESAs and county schools.

**RECOMMENDATION 5-3:**

**Rename the computer repair department to information technology support services or similar that better reflects the department's work.**

**FISCAL IMPACT**

Implementing this recommendation should result in no additional expenditure for RESA 7.

**FINDING**

The RESA staff has developed an automated system for record keeping, billing, parts inventory, and trouble shooting. It was noted that the inventory and reporting processes are independent systems. Since the reporting software system is based on an outdated platform and the inventory software is more modern, the two systems cannot be integrated and continue to operate on a stand-alone basis.

**RECOMMENDATION 5-4:**

**Implement an integrated application for work orders, inventory, billing, and reporting.**

**FISCAL IMPACT**

The billing, parts inventory, and troubleshooting systems are automated, while the reports system is outdated. This is a statewide issue and the WVDE needs to work with the RESAs to determine the cost of an integrated system that also provides the state with required reports.

**FINDING**

Training of the computer technicians is done through sharing of expertise, shadowing, online training programs, and a personal commitment to upgrade skills outside of the RESA 7 workday. The MGT consultants saw no evidence of dedicated staff training resources (time or funds) for upgrading the skills of the computer technicians. When information systems are vital to the business, as are WVEIS and the school administrative/instructional technology systems, the lack of a formal professional training program creates an extremely high-risk environment.

**RECOMMENDATION 5-5:**

**Develop training requirements and a training budget, including possible in-service training, to develop the skills of the computer repair technicians.**

## **FISCAL IMPACT**

The computer repair department staff development should be integrated into the overall RESA staff development plan. RESA 7 should establish a budget for training for Computer Repair department technicians. With input from the technicians, WVEIS, and the district technology departments, requirements for proactive training focused on current needs, cross-training, back-fill, and planned systems should be put in place. A few hours of staff time will be required to assess the volume and effectiveness of past training (if any), and approximately 8-12 hours will be required to determine annual needs for technology training beginning this school year. The cost of the training cannot be determined at the time of this report.

### **5.3 Technology Integration**

Through RESA 7 funds and a state grant, RESA 7 provides high quality, targeted staff development for educators that is designed to enhance school improvement through technology, student performance through technology, and professional development through technology.

## **FINDING**

Between July 7, 2010, and July 6, 2011, the Director of Technology Integration provided 96 in-service training programs. Between July 13, 2011, and August 17, 2011, the Director provided 23 professional training sessions to 344 individuals. The programs included training on various Microsoft offerings, use of the Internet, SmartBoards, web applications, Apple applications, and many more. In reviewing the types of training offered, it was determined that programs offered were in-depth and diverse. The Director should continue to expand and integrate the information technology staff development into the overall RESA staff development plan.

## **COMMENDATION 5-C:**

**RESA 7 is effectively delivering a diverse professional development training program on technology-related products and services.**

### **5.4 E-Rate**

The Universal Service Administrative Company (USAC) provides e-Rate discounts through the Schools and Libraries Program to eligible schools and libraries. Each year \$2.25 billion in rollover funds are made available through this program; distributions fully fund some services and partially fund other services. The program is intended to ensure that eligible education entities have access to affordable telecommunications, internet access, and information services.

To secure discounts that range from 20-90 percent of the costs of eligible services, the WVDE needs to recognize the RESAs as eligible entities for e-Rate funding.

The USAC guidelines state:

*Educational Service Agencies (ESAs) in many states play key roles in the economic and efficient provision of a wide range of educational services to their component school districts. ESAs are known by a variety of names including Educational Service Units (ESUs), Local Educational Agencies (LEAs), and Board of Cooperative Educational Services (BOCES). This guidance will refer to all these types of entities as ESAs.*

*ESA services may include:*

- *Instructional-level services: schools and programs (e.g. special education programs) that use services that may be eligible for discounts.*
- *Instructional support-level services: staff and curriculum development services to their districts.*
- *Non-instructional-level services: technology planning and implementation services may also serve as service providers.*

Federal law defines an ESA as a “regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.” To determine whether an ESA is eligible to receive Schools and Libraries support as an applicant, FCC rules governing the program require USAC to determine whether the ESA provides elementary or secondary education as determined under state law. USAC determines whether the entity provides elementary or secondary education to its student population and whether the ESA facility is eligible for support because elementary or secondary education, as defined in state law, is provided at that facility. FCC rules do not specifically define or address ESAs (see [www.usac.org](http://www.usac.org)).

Today 28 of the 44 states that have ESAs are listed as eligible entities to receive e-Rate funding. Some states like West Virginia have county school districts and ESAs like the RESAs in West Virginia. The determining factor rests around the types of programs offered and whether or not RESAs are LEAs. WVBE Board Policy - 126CSR72-2.5 states:

*RESAs are empowered to contract with county boards of education, in the West Virginia Department of Education (hereinafter WVDE), persons, companies, or other agencies to implement their Strategic Plan (see Section 5.3). A RESA is eligible as a local education agency (LEA) to participate in partnership with or on behalf of any county school system or school in those federal programs that will accomplish implementation of the strategic plan and/or state education initiative.*

Another determining factor is whether the RESA provides direct services to students. Some RESAs operate transportation systems, coordinate early childhood programs, offer GED classes, coordinate services for special education students, house student records, and operate after school and drop out programs. These services, among others, are eligible for e-Rate support.

## FINDING

RESA 7 and the other RESAs are missing the opportunity for e-Rate funding for technology because WVDE does not recognize the RESAs as eligible entities.

By WVBE Board Policy - 126CSR72-2.5 (described above), the RESAs are LEAs. In addition, RESA 7 offers direct services to students, another criterion for e-Rate eligibility. The following is a partial list of RESA 7 programs and services that could be eligible for funding.

- Adult Basic Education programs
- Project ISAAC
- YouthReady
- Services for children with special needs

Since WVDE does not recognize RESAs as eligible for e-Rate funds, the agency has missed the opportunity for hundreds of thousands of dollars since the inception of the USAC program in 1997.

The discount matrix for USAC services is based on income, measured as the percentage of students eligible for the National School Lunch Program (NSLP). According to data from the National Center for Educational Statistics, 50 percent (141,448) of West Virginia students were eligible for NSLP in 2008-09.

**Exhibit 5-2** shows the USAC discount matrix. Based on the 50 percent NSLP eligibility, on a statewide average the RESAs would have been eligible for 80 percent reimbursement in 2008-09.

**EXHIBIT 5-2  
USAC DISCOUNT MATRIX**

INCOME	URBAN LOCATION	RURAL LOCATION
Measured by % of students eligible for the National School Lunch Program	Discount	Discount
Less than 1%	20%	25%
1% to 19%	40%	50%
20% to 34%	50%	60%
35% to 49%	60%	70%
50% to 74%	80%	80%
75% to 100%	90%	90%
Less than 1%	20%	25%

Source: [www.usac.org](http://www.usac.org), 2011.

To apply this meaningfully to RESA 7, consider the following scenario:

- A T-1 telephone line is a fiber optic line that can carry roughly 60 times more data than a standard residential line. By applying the USAC guidelines, RESA 7 spent \$16,858 for their T-1 lines during the 2010-11 school year, not including cell phones or other related telephone services that may be eligible for funding because they are necessary to educate students.

- Applying the 80 percent discount criteria to the \$16,858 means that RESA 7 would have been eligible for \$13,486 of additional funds in 2010-11.
- Extending this thought process and applying the current rate over the past 13 years of non-participation, RESA 7 has not applied for \$175,325 in e-Rate funds.
- Combined, the RESAs have not applied for (a conservative estimate) over \$1,402,607.

This figure does not factor in other services which the RESAs may have been eligible to receive, such as internal connections and maintenance of eligible services.

#### **RECOMMENDATION 5-6:**

**Each RESA needs to work with the WVDE and USAC to determine e-Rate funding eligibility for their particular RESA and apply for those funds accordingly.**

#### **FISCAL IMPACT**

Implementing this recommendation will require a commitment from WVDE and the RESAs to work with USAC to determine RESA eligibility for e-Rate funding. There should be no expenditure for RESA 7 or WVDE.

If the RESAs are eligible for e-Rate funds, they are eligible for significant discounts. For example, RESA 7's direct costs would be reduced by approximately \$13,486 for one T-1 line alone, per year, or \$67,430 over five years. The direct savings for all RESAs would be approximately \$107,888 per year for only one T-1 line each (\$13,486 \* 8).

RECOMMENDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Recover Funding from e-Rate for T-1 Lines	\$13,486	\$13,486	\$13,486	\$13,486	\$13,486

### **5.5 Video Conferencing and Online Learning**

The WVDE receives and approves courses offered through the West Virginia Virtual School. The West Virginia Virtual School is designed to supplement the courses offered by local school districts. It is not a high school graduation program. The WVDE also offers the Polycom Video Conferencing system to facilitate communication between and among the RESAs and WVDE.

#### **FINDING**

RESA 7 rarely uses the Polycom interactive video equipment due to bandwidth issues and lack of switching capability. RESA 7 relies on WVDE to provide assistance with online courses for students through the West Virginia Virtual School.

There was limited evidence that interactive video or online learning was a priority or a responsibility of RESA 7. Onsite interviews, examination of submitted materials, and a review of the RESA 7 website found no references to the West Virginia Virtual School.

**RECOMMENDATION 5-7:**

**Collaborate with WVDE to effectively use the Polycom conferencing system and to support the West Virginia Virtual School.**

**FISCAL IMPACT**

Implementing this recommendation will require staff time but should result in zero additional expenditures for RESA 7.



## ***APPENDICES***

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***APPENDIX A:  
RESA 7 EMPLOYEE SURVEY  
RESULTS***

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## APPENDIX A RESA 7 EMPLOYEES SURVEY RESULTS

**Total responses for RESA 7 EMPLOYEES = 38 (47%)**

MGT uses a statistical formula to set an acceptable return rate in order to declare that the survey results are “representative” of the population surveyed. In the case of RESA 7, the response rates were below this standard.

### EXHIBIT A-1 EMPLOYEE SURVEY RESPONSES PART A: GENERAL PERCEPTIONS OF SERVICES PROVIDED

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. Most school districts in our region frequently utilize services provided by our RESA.	95/5
2. The services provided by our RESA are critical to the success of our school districts' programs and operations.	97/0
3. Many of the current RESA services to school districts could be more efficiently and/or effectively provided by WVDE.	3/84
4. Many of the current RESA services could be more efficiently and/or effectively provided by other sources such as universities or private vendors.	0/92
5. Sources other than RESAs could more efficiently and economically provide many of the school district's services.	3/95
6. Many of the current RESA services to school districts duplicate services provided by WVDE.	0/87
7. Many of the services offered by RESAs around the state are critical to the success of many school districts.	97/0
8. Our RESA is highly efficient and effective.	97/0
9. The RESA role in providing services to school districts should be expanded.	87/3
10. Our RESA is highly responsive to the service needs of member school districts.	97/0
11. Our RESA provides quality services.	97/0
12. There are adequate channels of communication with school districts in our region.	82/8
13. Our RESA is responsive to complaints.	89/0
14. Our RESA is responsive to requests for services.	97/0
15. Our RESA listens and tries to meet the needs of the school districts.	95/0
16. Our RESA effectively communicates with WVDE.	79/0

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-2**  
**EMPLOYEE SURVEY RESPONSES**  
**PART B: ACCOUNTABILITY**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. Each school district Board/Superintendent should hold each school within the district responsible for student performance within the school.	79/3
2. Under the concept of site-based management, only the school district and each school in the district should be held accountable for student performance; the RESAs and WVDE should provide services on demand.	50/8
3. Each RESA should be held accountable by the school districts for providing requested services but not for student performance.	66/11
4. Under the current governance structure, the RESAs are accountable primarily to:	84/3
■ WV State Board of Education	
■ The school districts within each region	61/13
5. WVDE provides adequate services/technical assistance to our RESA.	34/21

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**PART C: IMPROVING THE COST-EFFECTIVENESS OF SERVICES PROVIDED BY THE RESAs TO DISTRICTS.**

This section is addressed in the comments as exhibits 7 – 9 at the end of this report.

**EXHIBIT A-3**  
**EMPLOYEE SURVEY RESPONSES**  
**PART D: STATEWIDE ORGANIZATIONAL STRUCTURE**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. The RESAs should be the regional structure used by SBOE to provide services to school districts.	74/5
2. The RESAs should be the regional structure used by WVDE to promote WVDE rules and regulations.	45/5
3. The current number of RESA Regional Advisory Council members is appropriate.	55/3
4. The current number of 8 RESAs should be:	21/34
■ expanded	
■ left as is	68/11
■ reduced	3/76
■ abolished	0/92

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-4**  
**EMPLOYEE SURVEY RESPONSES**  
**PART E: GOVERNANCE AND FUNDING**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. The current method of funding the RESAs to provide services to school districts is highly effective in meeting the needs of the districts.	21/50
2. The current method of allowing each RESA to charge the districts for other services is highly effective in meeting the needs of the districts.	55/13
3. School districts understand the governance and oversight structure of our RESA.	37/34
4. There are appropriate levels of oversight for our RESA.	68/0
5. RESAs should continue to be funded by the state.	97/0
6. The amount charged to each school district by our RESA is appropriate for the quality and amount of services provided.	42/26
7. School districts have the funding to purchase the services they need from our RESA.	45/16

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

**EXHIBIT A-5**  
**EMPLOYEE SURVEY RESPONSES**  
**PART F: SPECIFIC SERVICES**

STATEMENT	(%S + VS) / (%D + VD) <sup>1</sup>
<b>RESA 7 PROGRAMS/SERVICES</b>	
1. Adolescent Health Initiative	63/0
2. Adult Basic Education	68/3
3. Audiological Services	68/0
4. Bus Operator Training Program	53/3
5. Computer Training Lab	84/0
6. Cooperative Food Service	55/0
7. Cooperative Technology Equipment/Supplies	61/0
8. County Supported School Improvement	58/0
9. County Technology Services	82/0
10. Deaf/Blind/Visually Impaired Services	55/0
11. Energy Management Services	45/0
12. Graduate Classes at Reduced Rates	76/0
13. Intervention Program	61/0
14. Medicaid	79/0
15. On-Site Visit Preparation	58/0
16. Parental Communication System	58/0
17. Professional Development	87/3
18. Public Service Training Program	79/0
19. Regional School Wellness Program	68/0
20. Repository of Exemplary Practice	47/0
21. School and County Improvement	61/0
22. School Safety Program	71/0
23. Special Education	76/0
24. Special Education Contracted Services	79/0
25. SPOKES	66/0
26. Student Academic Competitions	74/0
27. Student Test-Out Program	76/0
28. Substitute Teacher Training	76/0
29. Supplemental Educational Services	61/0

**EXHIBIT A-5 (Continued)**  
**EMPLOYEE SURVEY RESPONSES**  
**PART F: SPECIFIC SERVICES**

STATEMENT	(%S + VS) / (%D + VD) <sup>1</sup>
30. Technology Coordination	63/5
31. Technology Repair Services	82/3
32. Teleconferencing Services	53/0
33. WVEIS	71/0
34. WV School Boards Assoc. (Training Assistance)	47/0
35. WV Wood Technology Program	63/0
36. Workforce Investment Program	55/0
<b>GRANT PROGRAMS (RESA 7)</b>	
37. 21st CCLC	63/0
38. Deaf/Blind/Visually Impaired Services	55/0
39. Gear-Up Grant	71/0
40. Teaching American History	61/0
41. Tech Prep Consortium	53/0
42. West Virginia College Foundation Grant	53/0
43. Workforce Investment Board Grant	53/0
<b>RESA TRAINING</b>	
44. Training and support for state assessments	58/0
45. Training and support for aligning the curriculum and instruction with state assessments	63/0
46. Leadership training and development programs and services	71/0
47. Training and assistance to help improve student performance	68/0
48. Training and assistance in using new teaching methods and strategies	71/0
49. Training and assistance in the use of technology	74/0
50. Training and assistance in discipline management and conflict resolution	61/0
51. School board training services	50/0
52. Teacher certification	47/0
53. Professional/Para-Professional certifications	47/0
<b>RESA SERVICES</b>	
54. Computer network and telecommunication services	74/0
55. Purchasing cooperatives	55/0
56. Services and support for WV Education Information System (WVEIS)	71/0
57. On-line/Distance Learning classes	39/0
58. On-site technical assistance	74/0
59. Video Conferencing	53/0
60. Lending Library	37/0
61. Best Practices Information	55/0
62. Organizational Links	50/0
63. Demonstrations and Equipment	58/0

<sup>1</sup>Percentage responding *satisfied* or *very satisfied*/Percentage responding *dissatisfied* or *very dissatisfied*. The *neutral* and *not applicable* responses are omitted.

**EXHIBIT A-6**  
**EMPLOYEE SURVEY RESPONSES**  
**PART G: WORK ENVIRONMENT**

STATEMENT	(%A + SA) / (%D + SD) <sup>1</sup>
1. I find my RESA to be an exciting, challenging place to work.	87/3
2. RESA officials enforce high work standards.	84/0
3. RESA employees who do not meet expected work standards are disciplined.	50/16
4. I feel that I have the authority to adequately perform my job responsibilities.	87/0
5. I have an up to date and comprehensive job description.	92/3
6. I have adequate facilities in which to conduct my work.	74/13
7. I have adequate equipment and computer support to conduct my work.	89/3
8. No one knows or cares about the amount or quality of work that I perform.	8/79
9. I am very satisfied with my job.	92/0
10. I plan to continue my career in my RESA.	84/3
11. I am actively looking for a job outside of my RESA.	8/82
12. Salary levels at my RESA are competitive.	45/21
13. I feel that my work is appreciated by my supervisor(s).	89/3
14. I feel that I am an integral part of the RESA team.	82/8
15. I feel that there is no future for me at the RESA.	8/76
16. My salary level is adequate for my level of work and experience.	47/32
17. Most administrative practices in the RESA are highly effective and efficient.	71/11
18. Administrative decisions are made promptly and decisively.	61/16
19. My RESA administrators are easily accessible and open to input.	68/11
20. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	11/71
21. My RESA has too many layers of administrators.	8/66
22. Most of RESA administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	76/8

<sup>1</sup>Percentage responding *agree* or *strongly agree*/Percentage responding *disagree* or *strongly disagree*. The *neutral* and *don't know* responses are omitted.

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**EXHIBIT A-7  
EMPLOYEE SURVEY COMMENTS  
QUESTION 1**

- 1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs**

Our RESA has made suggestions to many of the schools about saving bandwidth, filtering web content, audio streaming, etc....The schools do not abide by any of the suggestions. As a result, the computers, networks as well as the State data speeds keep getting slower. I personally have web filtering log files on some schools showing students trying to access audio and video streaming sites, online game sites and pornography. The County didn't do anything to try and stop it and I was dismissed from the County. The schools and counties do not realize that the networks that they are using is not their own. It is the States.

Training for technicians.

Stop the monopolistic control the Pomeroy Company has over technology in this state. Allow the education system to purchase technology in a fair market and not force them to be gouged by Pomeroy.

I feel that if RESAs could be more uniform in their services it would be beneficial. I feel that RESA 7 does things that other RESAs do not offer and it would be nice if services could be offered statewide.

RESAs could be used more to save monies to perform functions done at county levels using fewer people and less money, like finances. I feel services could be improved by making money given to RESA for staff and services increase for those RESAs with larger areas and counties to serve. Also, staff pay scales should be updated. Not knowing if workers will have contracts for the next year is very difficult and encourages workers to look for positions with counties or other places of employment where the coming years are more certain, and often they pay more for similar jobs. This would help provide better service by keeping qualified workers at RESAs.

To continue meeting the demand for services, the RESA funding cap needs lifted so that we can add personnel and expand our services.

RESAs should hire a full time grant writer to provide programming, staff development, etc. to county school systems.

More communication between school system administrators and RESA staff.

Ongoing Teacher mentor and principal mentor programs in addition to CPD, continuation of the RESA 7 newsletter and statewide advertisement of RESA services, seeking additional grants

RESA needs a larger facility and more parking to conduct trainings camp; meetings.

Allow some work from home such as report preparation and other paperwork to decrease reimbursement for travel costs.

Allow flex time so that services are available after school hours.

If the WV legislature would lift the RESA funding cap, then we would be able to add personnel, broaden our scope of services and deliver our programs on a wider scale at no additional cost to the counties.



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**EXHIBIT A-7 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 1**

- 1. Please list below any suggestions you have for decreasing costs, improving the level of services, or providing additional services, etc. for RESAs**

Hiring additional computer technicians and moving to a newer building that is more suitable for the services we provide.

Better physical facilities ( i.e., physical facilities) which would enable RESAs to improve the accessibility of our services.

Better communication within our RESA (providing staff with council minutes, for example).  
The salaries of the RESA directors statewide consume a large percentage of the state monies directed to RESAs-should be re-evaluated.

Adequate support help should be provided to RESA programs-RESA 7 has gone from 10 secretaries to 3-4. This puts a huge disproportionate burden on one or more of the remaining secretaries.

The more counties that utilize the services the most cost saving could be provided. Currently counties pick and choose which programs they take advantage of thus some programs are not fully utilized.

More money needs to be given to the RESAs so they can run more efficiently. Services keep increasing at the RESAs and the amount of money stays the same. After so many years of that process, RESAs begin to have issues on providing so many services.

The counties could save technology money if they would utilize the RESAs more and avoid more expensive vendor-supplied services and equipment.

RESAs need to be empowered to employ staff to assist in teacher training, curriculum development, and content area improvement. Such staff would be available to assist schools where performance is at question.

RESAs need additional technical staff to meet the current demand for repair as well as technology needs for instruction.

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**EXHIBIT A-8  
EMPLOYEE SURVEY COMMENTS  
QUESTION 2**

**2. Please list the critical functions or services provided by your RESAs.**

The local RESA provides many of the extra teaching areas in school improvement that we could not do on our own. The networking technicians provide vital assistance in maintaining our telecommunication connectivity.

Public Service Training.  
Medicaid billing.  
Computer Repair and WVEIS Support.

WVEIS, computer repair.

Computer Repair, Medicaid, College Foundation of West Virginia Web-portal trainings for RESA 5,6, and 7, Technology Trainings.

Staff Development-all areas, Computer Repair, Special Education, Adolescent Health Education, and Medicaid Billing.

Technical Assistance to Low performing Schools, Targeted Staff Development, School Improvement Initiatives (Curriculum and Instruction) Special Education Services, Instructional Practices Inventory, 21st CCLC After School Programming, and fiscal oversight and management

After school programs, Professional development, Audiology, Computer Repair & Training, Public Service Training, Adolescent Health, Adult Basic Education, WVEIS Training & Support, Regional School Wellness, Substitute Teacher Training, Leadership Training, Special Education, Spokes, Wood Technology Program, Testing Out for High School, Graduate Classes at reduced costs, Student Academic Competitions, Medicaid, Bus Driver Training, School Safety, Best Practices Information, West Virginia College Foundation Grant, Teaching American History, Deaf, Blind & Visually Impaired, Video Conferencing, Gear-Up, Workforce Program and Best Practices Information.

While every grant program and service area is vital to successfully meeting ALL county needs, our Special Education, Computer Repair, Medicaid, Sub Teacher and Bus Drivers, School Safety, Supplemental Curricular Services, Technology Integration, Public Service Training, Adult Education and Project ISAAC programs are most in-demand.

Professional development, afterschool programs, best practices support, support for low-performing schools, adult basic education, audiological program, adolescent health program, substitute and bus driver trainings, WVEIS support and services, and other trainings and events held for the improvement of schools and communities.

RESAs provide a variety of services to the school systems within our coverage area. These services included but are not limited to professional development for educators, WVEIS, computer repair, special education, Medicaid billing, after school activities and student enrichment. RESA programs also provide a range of services not directly connected to the school system such as Adult Basic Education, SPOKES, Workforce Investment training, GED assistance, and Public Service Training to emergency responders and agencies within our coverage area.

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**EXHIBIT A-8 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 2**

**2. Please list the critical functions or services provided by your RESAs.**

Medicaid Cooperative Purchasing Substitute Teacher Training Adolescent Health Services Special Education Services Computer Repair Adult Basic Education Workplace Education Grant Writing Staff Development Public Service Training
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I could only comment above on the satisfaction of those programs I have knowledge of - I'm sure there is satisfaction in other areas but I was not privy to evaluations or information on that.
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I think RESAs provide a lot of needed services to the counties.
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WVEIS and computer repair.
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**EXHIBIT A-9  
EMPLOYEE SURVEY COMMENTS  
QUESTION 3**

**3. What is your perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

RESAs need to be able to be more involved in state training sessions. It seems they have been "left out" when state level training sessions take place.

At times it appears to be a very "Us vs. Them" relationship.

There seems to be a competitive environment between these agencies and the RESAs are looked down upon as either unnecessary or inefficient, neither of which is true. RESAs seem to always be in the spotlight as fat that could be trimmed when in fact the education system in this state would be crippled without them.

I feel our RESA has a good working relationship with all offices.

Not sure all those in government understand the work of RESAs....hopefully this audit will help them to see the value of making RESAs stronger.

Director communicates mostly with these officials-staff has little knowledge except updates in staff meetings.

I feel that the relationship between the Governor's office and RESA has been strained over the years. It seems each year we are asked to justify our positions. We are used to reporting and have no problems with being accountable for the goals and objectives set forth by the state and RESA. It has always appeared though that we have produced the same reports repeatedly to justify our worth. In regards to the State Board and WVDE, RESA works closely with these two entities for the common goal of increasing student performance and offering targeted staff development and services to low performing schools.

Each organization works together for continued improvement in our schools and student performance.

I think that our RESA works very well with the above offices. RESA is always available to assist these agencies whenever they need or request it.

I believe that the State Board of Education is undermining many of the professional special education and child find activities performed by highly qualified personnel at RESA and in our schools by mandating that Child Find activities and initial screenings be performed by physicians rather than educational staff. Many children will be left behind if physicians are allowed to ask if a child can hear, see, talk etc rather than have professional screenings.

I feel our RESA has an excellent communication system between the State Board and State Department. I wish the Governor's office would take more interest in the work we do so they could see the wealth of services we offer our twelve counties and, therefore, understand our value and worth to a larger degree.

All of these organizations work together for the benefit of West Virginia schools and communities

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**EXHIBIT A-9 (Continued)**  
**EMPLOYEE SURVEY COMMENTS**  
**QUESTION 3**

**3. What is your perception of the working relationship between your RESA and the Governor's office, State Board of Education, and the State Department of Education?**

I am not sure how RESA interacts with the Governor's Office or the State Board of Education. I do not actively interact with these agencies. RESA does work very well with the West Virginia Department of Education and our programs. We are continually meeting with the WV Department of Education to meet the needs of the individuals that we serve across the state.

My perception is that they all work together to create the better good for education.

I have no idea. We (program directors) are not kept in the loop. Communication within the RESA is very poor. Program directors are "siloed" and do not have opportunity to share ideas or collaborate.

I am concerned that many of these bodies are constantly threatening publically to dissolve our organization. The possibility of having the governor's office or other groups doing away with your job is tough to handle!

I think it would be great if there was more communication between all the entities.

There is a disconnect between the above-mentioned entities, even within the agencies themselves.

**APPENDIX B:  
IOWA ADMINISTRATIVE  
EVALUATION**

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## **APPENDIX B**



# **Administrative Evaluation System**

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## **A Systems Approach**

**Adopted June 10, 2008**

## **Operating Principles**

A comprehensive administrative evaluation process must. . . . .

- Link to academic, social and emotional growth for all students in the system.
- Recognize the importance of an administrator work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.
- Align with the six Iowa Standards for School Leaders (ISSL).
- Have research-based criteria about effective administrative behaviors which are substantiated by measurable data from multiple sources and are legal, feasible, accurate and useful.
- Provide opportunities for personal and professional growth.
- Be ongoing and connected to school improvement goals.
- Connect the district's goals with its publics' vision for their schools.
- Be intended to improve performance not prove incompetence.



## Timeline for Administrative Evaluation Process

The administrative evaluation system will utilize a 3-year cycle.

Years 1 & 2: Review of the Individual Professional Development Plan that included goals for the year.  
This includes discussions around the standards and criteria. Set new goals and update the Individual Professional Development Plan.

Year 3: Review of the Individual Professional Development Plan that included goals for the year.  
Complete the formal summative form. Set new goals and update the Individual Professional Development Plan.

### TIMELINE

### ACTION

CA = Chief Administrator

A = Administrators

#### Late Spring

- CA. Chief Administrator and board clarify vision, mission and long-range plans for district.
- CA. Board and Chief Administrator review Chief Administrator job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.
- A. Administrator and Chief Administrator/designee clarify vision, mission and district goals.
- A. Chief Administrator/designee and Administrator will review job description and performance review process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.

#### Early Summer

- CA. Chief Administrator creates Individual Professional Development goals based on district goals, which are measurable and doable in 12-months. The goals are mutually agreed to by the board/Chief Administrator and shared with staff.
- CA. An Individual Professional Development Plan is developed by the Chief Administrator in cooperation with the board to support his/her goals.
- A. Administrator in collaboration with Chief Administrator develops Professional Development Plan. Goals should be measurable and attainable. Writers can use processes such as QIC decide or SMART goals, etc. to identify goal targets.

Prior to the Start of School

- CA. Review processes and forms with new administrators.

Fall

- CA. Board President and Chief Administrator review evaluation process and forms with new board members following the election.

Quarterly or Early Winter

- CA. Chief Administrator makes interim progress reports to the board on district goals and Individual Professional Development Plan goals.
- A. Administrator and supervisor discuss progress reports regarding Individual Professional Development Plan goals.

Spring

- CA. Chief Administrator completes a self-assessment including reflections and supporting artifacts and provides it to the board.
- CA. Individual board members complete evaluation forms and bring the forms to the board's evaluation session or sends copies to the board president or board secretary to be compiled, according to district's procedures. Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the Chief Administrator following the meeting.
- CA. A copy of the final written evaluation form is placed in the Chief Administrator's personnel folder.
- CA. The board's official evaluation document(s) is shared, clarified and discussed with the Chief Administrator. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential personnel record.
- CA. A copy of the final written evaluation form is placed in the Chief Administrator's personnel folder.
- A. Administrator completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the Chief Administrator/designee.
- A. The official performance review document(s) is shared, clarified and discussed with the Administrator. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential, personnel record.
- A. A copy of the final written performance review form is placed in the Administrator's personnel folder.

## Administrative Evaluation Form

**STANDARD #1: An administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)**

- 1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- 1b. Uses research and/or best practices in improving the educational program.
- 1c. Articulates and promotes high expectations for teaching and learning.
- 1d. Aligns and implements the education programs, plans, actions, and resources with the district's vision and goals.
- 1e. Provides leadership for major initiatives and change efforts.
- 1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

<b>Evidence:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating  Meets Standard  Doesn't Meet Standard
<b>Reflection:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**STANDARD #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)**

- 2a. Provides leadership for assessing, developing and improving climate and culture.
- 2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- 2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- 2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- 2e. Evaluates staff and provides ongoing coaching for improvement.
- 2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
- 2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- 2h. Promotes collaboration with all stakeholders.
- 2i. Is easily accessible and approachable to all stakeholders.
- 2k. Articulates the desired school culture and shows evidence about how it is reinforced.

<b>Evidence:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating  Meets Standard  Doesn't Meet Standard
<b>Reflection:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**STANDARD #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.  
(Management)**

- 3a. Complies with state and federal mandates and local board policies.
- 3b. Recruits, selects, inducts, and retains staff to support quality instruction.
- 3c. Addresses current and potential issues in a timely manner.
- 3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
- 3e. Protects instructional time by designing and managing operational procedures to maximize learning.
- 3f. Communicates effectively with both internal and external audiences about the operations of the school.

<b>Evidence:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating  Meets Standard  Doesn't Meet Standard
<b>Reflection:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**STANDARD #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)**

- 4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
- 4b. Promotes and supports a structure for family and community involvement in the education system.
- 4c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
- 4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

<p><b>Evidence:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>Reflection:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p> <p>Meets Standard</p> <p>Doesn't Meet Standard</p>
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**STANDARD #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)**

- 5a. Demonstrates ethical and professional behavior.
- 5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 5c. Fosters and maintains caring professional relationships with staff.
- 5d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- 5e. Is respectful of divergent opinions.

<b>Evidence:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Summary Rating</b>  Meets Standard  Doesn't Meet Standard
<b>Reflection:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**STANDARD #6: An educational leader promotes the success of all students by understanding the profile of the community and responding to and influencing the larger political, social, economic, legal and cultural context. (Societal Context)**

- 6a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- 6b. Advocates for the welfare of all members of the learning community.
- 6c. Designs and implements appropriate strategies to reach desired goals.

<b>Evidence:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Summary Rating  Meets Standard  Doesn't Meet Standard
<b>Reflection:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



**OVERALL SUMMARY** [Check (✓) one in each row]

Job Responsibilities:	Meets Standard	Does not meet Standard
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

**Significant Achievements:**

**Areas for Growth:**

**Administrator Comments:**

**Evaluator Comments:**

**Recommendation for Continuous Improvement** (check one)

\_\_\_\_ Professional Growth Plan (Individual Professional Development Plan)

\_\_\_\_ Remediation Target(s)

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Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: 200\_\_\_\_ to \_\_\_\_\_, 200\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Please identify performance growth goals tied to your district's Comprehensive School Improvement Plan and your professional goals.

Professional Goal:	ISSL#	Action Steps:	Timeline:	Evidence of progress toward success	Reflection:

**REMEDIATION TARGET**

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the board. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

**Remediation Target Number:** \_\_\_\_\_ **Date Target Developed:** \_\_\_\_\_

<b>Performance Indicator to be Remediated</b>	<b>Remediation Target (w/measurable outcomes)</b>	<b>Action Steps</b>	<b>Evidence of Progress</b>	<b>Summary Rating Satisfactory/Unsatisfactory</b>

Administrator Comments:

Evaluator's Comments:

Signatures: \_\_\_\_\_  
Administrator Date Evaluator Date

**REMEDIATION TARGET**

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the board. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

**Remediation Target Number:** \_\_\_\_\_ **Date Target Developed:** \_\_\_\_\_

<b>Performance Indicator to be Remediated</b>	<b>Remediation Target (w/measurable outcomes)</b>	<b>Action Steps</b>	<b>Evidence of Progress</b>	<b>Summary Rating Satisfactory/Unsatisfactory</b>

Administrator Comments:

Evaluator's Comments:

Signatures: \_\_\_\_\_  
Administrator Date Evaluator Date